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ABSTRACT

A needs assessment of the Saginaw (MI) Public Schools Gifted and Talented Program (grades K-12) gathered information from gifted and talented professional staff (administrators, teachers, and counselors), secondary students, and parents. A total of 481 out of 1004 possible respondents returned the survey, with a lower than hoped for rate among elementary and secondary parents (29 and 22 percent respectively). Five functions emerged as the areas of highest need: (1) identification of gifted/talented students; (2) auxiliary support and staff; (3) parental involvement and commitment; (4) staff development; and (5) leadership by principal. One appendix contains a list of all high need functions and should be helpful in translating priorities into action plans for both elementary and secondary gifted and talented programs. Other appendices and tables provide copies of the survey instruments, detailed statistical analyses of the responses from each group, and a profile of return rates for each group. (VW)

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EVALUATION REPORT

GIFTED AND TALENTED NEEDS ASSESSMENT

1986-87

DEPARTMENT OF EVALUATION SERVICES

- PROVIDING ASSESSMENT, PL. TAM EVALUATION AND RESEARCH SERVICES -

Saginaw Public Schools

Saginaw, Michigan

An Approved Report of the

DIVISION OF ADMINISTRATION AND PERSONNEL

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June, 1987

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INTRODUCTION

The School District of the City of Saginaw has been actively involved in the development and implementation of programming for gifted and talented students for quite some time. The district has long recognized the need for some type of special programming to meet the needs of this unique population. In the Fall of 1981 after a great deal of study the district opened both an elementary and secondary gifted and talented program. The Program for Creative and Academically Talented (PCAT) for grades K-6 was opened at Handley Elementary School. This full-day comprehensive program served students county-wide. Simultaneously with the PCAT opening, the Center for the Arts and Sciences (CAS) for grades 7-12 was opened at the Ruben Daniels Lifelong Learning Center. This new center provided a half-day advanced academic and fine arts program again for students throughout Saginaw county.

This report represents the next developmental step in refining the gifted and talented offerings. What are the strengths and weaknesses of the gifted and talented program according to gifted and talented professional staff (teachers, counselors, and administrators), secondary student participants, and parents of both elementary and secondary participants? In what areas are these programming efforts performing as well as desired and where do inadequacies exist? What areas of operation warrant attention to remedy weaknesses? Questions such as these deserve answers, and an effort was made during April, 1987, to gather information through a needs assessment survey to find these answers. (See Appendix A for a copy of the various instruments and cover letter.)

WHAT IS A NEEDS ASSESSMENT?

A needs assessment is a logical problem solving tool. It is usually the first step and a vital component of comprehensive program planning. A needs assessment is not a program change by itself, but it is a method for helping to determine if change is necessary or desired. It provides information which assists in setting priorities for future development and provides a basis for allocating scarce resources.

A needs assessment is a structured process for identifying and documenting the difference between "what is" and "what should be". The needs assessment process determines: (1) the differences which exist between a desired state of affairs with respect to important goals and functions and the present or actual state of conditions and (2) a list of prioritized needs from these identified differences.

In addition to prioritizing needs in terms of the ongoing functions and goals of a program, a needs assessment should provide a sense of direction regarding new or emerging needs and issues.

A needs assessment is a systematic process which asks three relatively simple questions:

1. Where are we?
2. Where do we want to go?
3. How do we get from here to there?

In essence, the results of a good needs assessment form the basis for sound goal setting and planning.

GROUPS INCLUDED IN SAGINAW'S GIFTED AND TALENTED NEEDS ASSESSMENT?

Information was gathered from gifted and talented professional staff (administrators, teachers, and counselors), secondary students, and parents. During the first two weeks of April, 1987, parents were mailed a questionnaire, and professional staff and students completed the questionnaires, to provide the necessary data. A total of 481 of 1,004 possible respondents (47.9%) provided responses (see Appendix B for a breakdown of returns by respondent groups). The return rate for both elementary and secondary parents was lower than hoped. However, those parents interested in voicing their opinion about the program did have an opportunity to respond.

HOW WERE THE DATA COLLECTED?/WHAT IS A PRIORITY NEED INDEX?

The questionnaire contained a total of 164 statements about gifted and talented services and program components, and the respondents were asked to indicate the following for each statement:

1. In your opinion, to what extent should the stated condition exist? and,
2. From your knowledge, to what extent does the stated condition exist?

The degree to which a difference exists between what should be, and what is constitutes a need. The following example illustrates the response choices used for the survey, how the need index was determined and how the priority need index (PNI) was established.

EXAMPLE: The gifted and talented program does a good job of teaching basic safety skills.

Should
Exist

Actually
Exists

5

3

A) In your opinion, to what extent should the stated condition exist?

B) From your knowledge, to what extent does the stated condition actually exist?

A) Should
Exist

?

1

2

3

4

5

Do
not
know

Not
at
all

To a
slight
extent

To a
moderate
extent

To a fairly
large
extent

To a very
large
extent

B) Actually
Exists

?

1

2

3

4

5

The following is a more detailed explanation of the above responses.

SHOULD EXIST

? Do not know the extent to which the stated condition should exist.

1 Stated condition should not exist at all.

2 Stated condition should exist to a slight extent.

3 Stated condition should exist to a moderate extent.

4 Stated condition should exist to a fairly large extent.

5 Stated condition should exist to a very large extent.

ACTUALLY EXISTS

? Do not know the extent to which the stated condition exists.

1 Stated condition does not exist at all.

2 Stated condition exists to a slight extent.

3 Stated condition exists to a moderate extent.

4 Stated condition exists to a fairly large extent.

5 Stated condition exists to a very large extent.

For the, example used, the need index was 2 (the difference between "should exist" value of 5 and the "actual exist" value of 3). To obtain a clearer understanding of the relative priority ranking of the expressed needs, it was helpful to also know where on the response scale the difference occurred. For example, a need index of 2 would result from the difference between a "desired" of 3 and an "actual" of 1, while at the same time, the difference between a "desired" rating of 5 and an "actual" rating of 3 also yields a need index of 2. Therefore, to help establish priorities among needs, the following procedure was employed. The needs were weighted by multiplying them by their respective ratings on the "should exist" dimension. This resulted in a Priority Need Index (PNI). This index takes into account the magnitude of the desire of the respondents to have a given condition present in the school district. The PNI could be thought of then as an automatic prioritizing need indicator.

EXAMPLE: The gifted and talented program does a good job of teaching basic safety skills.

| | |
|------------------------------|--------------------|
| Should Exist (Desired) | Actually Exists |
| <u>5</u> | <u>3</u> |

Should - Actual = Need Index

5 - 3 = 2

Need Index x "Should" = Priority Need Index

2 5 = 10

One might well ask what are the limits to the size(s) of priority need indices? The theoretical limits range from a +20 to -6. The upper theoretical limit is obtained in the following situation.

Should - Actual = Need Index x Should = PNI

5 - 1 = 4 x 5 = 20

The lower theoretical limit can be obtained in the following two ways.

$$\begin{array}{rccccccccc} \text{Should} & - & \text{Actual} & = & \text{Need Index} & \times & \text{Should} & = & \text{PNI} \\ 3 & - & 5 & = & -2 & \times & 3 & = & -6 \end{array}$$

OR

$$\begin{array}{rccccccccc} 2 & - & 5 & = & -3 & \times & 2 & = & -6 \end{array}$$

In other major studies conducted over the years the actual PNI's obtained have never approached the limits of the scale. The scale is obviously biased toward pointing up areas of concern in that it contains many more points indicating "need" (positive values) than it has indicating "lack of need" (negative values).

Table 1 below illustrates both the theoretical and actual limits under discussion.

TABLE 1. THEORETICAL PRIORITY NEED INDEX (PNI) LIMITS CONTRASTED WITH ACTUAL QUESTION PNI LIMITS FOR ELEMENTARY PROFESSIONAL STAFF AND PARENTS; SECONDARY PROFESSIONAL STAFF, PARENTS, AND STUDENTS; AND TOTAL.

| Theoretical PNI Limits | Actual Gifted and Talented Question PNI Limits | | | | | TOTAL (T) |
|-----------------------------------|--|-----------------|---------------------|-----------------|------------------|------------------|
| | Elementary | | Secondary | | | |
| | Prof Staff (EPS) | Parents (EP) | Prof Staff (SPS) | Parents (SP) | Students (SS) | |
| Greatest Need Possible 20 | <div>19.60</div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div> 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One can see not only that most PNI's do not go far up the scale (the centers are approximately 2.80, 2.67, 3.73, 4.24, 3.04, and 3.58 for the actual data of EPS, EP, SPS, SP, SS, and T respectively) but also that problems have to be identified in a relative sense. We believe looking at the PNI values that equal or exceed the value that marks off the top 25% (in the case of EPS, EP, SPS, SP, SS, and T groups these values were 4.40, 3.60, 5.04, 5.84, 3.83, and 4.59) is a useful guide in separating out the highest ranking concerns.

WHAT WAS THE FOCUS OF THE QUESTION?

The content of the gifted and talented instrument was related to 13 major functions in gifted and talented education. Each respondent population completed an instrument made up of relevant questions drawn from a pool of 164 items. Elementary professional staff were asked to respond to 145 questions, secondary professional staff to 143, elementary parents to 113, secondary parents to 111, and secondary students to 87 questions. A detailed matrix listing the number of questions by function area appears in Table 2 below.

TABLE 2. NUMBER OF QUESTIONS PER FUNCTION BY RESPONDENT POPULATION TO THE 1986-1987 GIFTED AND TALENTED PROGRAM NEEDS ASSESSMENT.

| FUNCTION | Populations to Survey* | | | | | Number of Items |
|--|------------------------|-----|-----|-----|-----|-----------------|
| | SS | EPS | SPS | EP | SP | |
| I. General Administration | | X | X | X | X | 10 |
| II. Identification of Gifted/Talented Students | X | X | X | X | X | 8 |
| III. Culturally Deprived Students | X | X | X | X | X | 6 |
| IV. Educational Programs--Secondary | X | | X | | X | 19 |
| V. Educational Programs--Elementary | | X | | X | | 21 |
| VI. Personal Development of the Student | X | X | X | X | X | 17 |
| VII. Classroom Management | X | X | X | X | X | 7 |
| VIII. Teacher Values & Approaches | X | X | X | | | 20 |
| IX. Staff Development | | X | X | | | 12 |
| X. Parental Involvement & Commitment | | X | X | X | X | 11 |
| XI. Auxiliary Support & Staff | X | X | X | X | X | 10 |
| XII. Leadership by Principal | | X | X | X | X | 13 |
| XIII. Communications/Public Relations | | X | X | X | X | 10 |
| TOTAL | 87 | 145 | 143 | 113 | 111 | 164 |

*Population Key: SS = Secondary Students
 EPS = Elementary Professional Staff
 SPS = Secondary Professional Staff
 EP = Elementary Parents
 SP = Secondary Parents

The following section presents each of the 13 function areas, followed by a brief description of the type of questions included for that area of concern.

FUNCTIONS DEFINED

- I. **GENERAL ADMINISTRATION.** The degree to which the gifted and talented program provides for: continuous planning; monetary budget allocations sufficient to achieve priority objectives; educational program improvements and planning using research findings; instructional program evaluation which compares goals and objectives with actual results; the use of a variety of records to identify potential student problems; a safe building environment for students and staff; the use of assessment results by teachers to review instruction, student progress and one's own teaching methods; and goal setting which reflect students' needs.
- II. **IDENTIFICATION OF GIFTED/TALENTED STUDENTS.** The process of identifying gifted and talented students: is ongoing; starts as early in the students' lives as possible; includes measures of student motivation, interests, and maturity, as well as nominations from a variety of sources (parents, teachers, administrators, and test score data); places emphasis on students who are culturally disadvantaged; features services on how to properly identify students; screens out those who should not participate while identifying those who would most benefit from the program.
- III. **CULTURALLY DEPRIVED STUDENTS.** The extent to which female and minority students are counseled and encouraged to pursue educational and career interests in fields which are not traditionally considered their domain, and the extent to which they are treated in accord with their abilities rather than a stereotyped image.
- IV. **EDUCATIONAL PROGRAMS—SECONDARY.** The secondary educational program provides for: a shared value system emphasizing achievement; public satisfaction with program achievement; clearly defined learning goals and objectives; collaborative curriculum planning and analysis of student achievement levels; courses which are updated frequently and provide hands-on experiences; time with age peers; schedules and courses which allow students to see what others in different disciplines are doing; course work which illustrates the inter-relatedness of the various disciplines; attention to continuity across grade levels and programs; coordination between home school and Center teachers; courses and learning activities at the Center which are at a more advanced level and pace as compared to home school courses; home school honors' courses provide advanced courses to gifted students; drug education at the appropriate level; basic and higher level thinking skills; opportunities for more in-depth independent review; and the development of students' research skills.

- V. EDUCATIONAL PROGRAMS—ELEMENTARY. The elementary program provides for: a shared value system emphasizing achievement; clearly defined learning goals and objectives; objectives based on student achievement levels; students knowing the objective(s) of each lesson; challenging and attainable learning standards for students; promotion based on achievement and not time spent in the class; students who are well prepared when they progress to the next educational level; well taught reading, writing, arithmetic, and health education (along with a section on sex education); opportunities for students to write and have hands-on experiences; a sequentially planned curriculum, consisting of updated courses and congruent with the regular curriculum; instruction is coordinated grade-to-grade; regularly assigned and checked homework; opportunities to participate in co-curricular activities; drug education at the appropriate level; and learning activities at a more appropriate pace for academically talented students than the regular classroom provides.
- VI. PERSONAL DEVELOPMENT OF THE STUDENT. Services and activities that are generally non-academic in nature and designed to develop student attitudes and abilities, specifically: practicing leadership skills; working with other students with the same or different interests and abilities; exposure to and exploring many fields and career opportunities; developing a sense of responsibility and self-reliance; establishing and pursuing challenging goals which recognize and realize their own aptitudes, abilities, interests and needs; developing logical and convergent thinking skills; teaching problem-solving techniques; assisting in developing career plans (this also includes students participating in the visual and performing art classes); expecting and/or encouraging students to complete their work and meet quality standards and to be concerned for other people and their personal property; developing independent study skills, self-discipline, and problem-solving skills using complex and abstract thinking.
- VII. CLASSROOM MANAGEMENT. The classrooms are well managed allowing for: good discipline; the notification of parents concerning discipline problems (with ongoing administrative support); motivating students by positive rewards; student knowledge of classroom rules; a safe, orderly, productive, attractive, secure working environment; an emphasis on achievement, not the maintenance of an environment/atmosphere.
- VIII. TEACHER VALUES AND APPROACHES. Program teachers' values and approaches include: a brisk instructional pace; plainly stated and frequently used lesson objectives; seat work which is explained and demonstrated; classes which emphasize student participation; teaching at the correct level of difficulty, with skills prioritized to insure that instructional goals and objectives are accomplished; effective communication with feedback to and from students; feedback given to students as a result of observing them; spending most of the classroom time on learning; being ready and well-prepared with learning tasks which match the lesson content; being knowledgeable of curriculum policies and priorities; being responsive to the student's point of view; being competent in student counseling services; and functioning to facilitate not direct students' course work.

- IX. STAFF DEVELOPMENT. Activities and services are designed to enhance professional development of the staff. Specifically, they include: emphasis given to building teacher skills; effectively coordinated programs providing valuable information and teaching tools; inservice sessions with adequate time and resources to address instructional issues; priorities, objectives and learning goals developed by teachers; administrative involvement types of professional development programs; administrative support for career enhancement of the staff; adequate time given for discussion and deliberation at staff meetings; recognition of teaching excellence; and access to consultants and current advances in the disciplines.
- X. PARENTAL INVOLVEMENT AND COMMITMENT. The degree to which parents are involved and kept up-to-date on the progress of their students and the program, including: clearly and consistently communicated procedures for parental involvement; parents having involvement options; staff members providing parents with all necessary information on how to become involved; frequent two-way communication between staff members and parents; parents fully supporting the program; parents being aware of the program goals, keeping track of student progress, and realizing the vocational value of all the courses; parents knowing their responsibilities; parents being encouraged to become involved; parents who continue their support from the elementary to the secondary levels; and the staff considering parental involvement integral to the program.
- XI. AUXILIARY SUPPORT AND STAFF. Services designed to assist with curriculum, and students' career and personal planning, and decision making, including: effective ongoing guidance and counseling for all students; help in understanding vocational trends; student exploration of career possibilities; career planning stressing the connection between course work and career goals; library personnel who keep the building staff up-to-date regarding materials and who ask teachers for suggestions when selecting materials; a library containing the appropriate materials (audio-visual equipment, books, and magazines which adequately serve the needs of students and staff).
- XII. LEADERSHIP BY PRINCIPAL. Administrative actions taken and beliefs held by the principal which support the teaching/learning process, including: a belief that all students can learn; a clear understanding of the program's goals; instructional leadership; frequent classroom observations; initiatives for systematic improvement; creation of a more effective school; frequent monitoring of new practices; active partnership in long- and short-range planning with all people concerned with education; instructional expertise and good management skills; encouraging comprehensive programs such as, but not limited to, multiple methods of identification, staff development, program evaluation, and support services.

- XIII. COMMUNICATIONS/PUBLIC RELATIONS. The availability and exchange of gifted and talented information both internally and externally, including: conducting business in a manner that inspires public confidence by being accurate, timely, intelligible, and relevant; providing information on student successes, achievement results, and program performance; trying to gain community support; sharing achievement results with students; reporting student progress clearly to students and parents; and having principals who are a communication link among all persons concerned with the program.

PRESENTATION OF DATA

One of the major purposes of a needs assessment study is to identify areas where the consensus supports the existence of a problem or weakness. This report highlights those areas where there was agreement that a problem existed.

The overall findings of the respondent groups will be presented in the sections which follow. The combined responses of professional elementary and secondary staff and parents plus secondary students will be presented, followed by a summary of the major findings from each of these groups separately.

A. District-Wide Total Responses

When all responses by professional staff, parents, and students were combined¹, the following function areas emerged as the ones needing the most attention.

| <u>Rank</u> | <u>Function of Greatest Need</u> | <u>Priority Need Index</u> |
|-------------|--|--------------------------------|
| 1 | Identification of Gifted/Talented Students | 5.33 |
| 2 | Auxiliary Support and Staff | 5.22 |
| 3 | Parental Involvement and Commitment | 4.93 |
| 4 | Staff Development | 4.57 |
| 5 | Leadership by Principal | 4.09 |

A complete listing of the desired, actual, need index, and priority need values by function appear in Appendix C.

¹ Each respondent group was given equal weighting when responses for a function or a question were combined across groups.

In addition to the high need function areas there were some individual survey questions which resulted in a high priority need index. The questions listed below represent those survey items for which the priority need index equalled or exceeded 4.59 along with the function that each question was related to.

**INDIVIDUAL SURVEY QUESTIONS WHICH RESULTED IN HIGH PNI'S FOR
DISTRICT-WIDE TOTAL RESPONDENT GROUP**

| PNI | Survey Item | Function Area |
|------|--|--|
| 8.67 | 16. All the teachers in the district participate in inservices on how to identify gifted/ talented students. | Identification of Gifted/Talented Students |
| 8.62 | 34. Provisions are outlined for coordination between teachers in the Center and in the home school classrooms. | Educational Programs- Secondary |
| 8.34 | 132. Effective guidance and counseling are readily available to each student in the gifted and talented program. | Auxiliary Support & Staff |
| 7.79 | 133. The gifted and talented program's guidance program helps students acquire an understanding of vocational trends. | Auxiliary Support & Staff |
| 6.80 | 141. The library collection adequately serves the needs of staff and students. | Auxiliary Support & Staff |
| 6.77 | 120. There is scheduled time for discussion and deliberation of gifted/talented issues at staff meetings. | Staff Development |
| 6.77 | 135. The guidance program helps students to realize the connection between their course work and their career goals. | Auxiliary Support & Staff |
| 6.49 | 128. Parents who supported their children's involvement in the Center at the junior high level also support it as strongly at the senior high level. | Parental Involvement & Commitment |

| PNI | Survey Item | Function Area |
|------|--|--|
| 6.33 | 17. The currently used method of identifying gifted and talented students adequately identifies those students who would most benefit from participation in the gifted and talented program. | Identification of Gifted/Talented Students |
| 6.19 | 18. The currently used method of identifying gifted and talented students adequately screens out those students who should not participate in the gifted and talented program. | Identification of Gifted/Talented Students |
| 6.14 | 2. The program's budget allows for allocation of resources to achieve high priority objectives. | General Administration |
| 6.10 | 145. The principals make frequent classroom observations to monitor instruction. | Leadership by Principal |
| 5.75 | 130. Most parents are aware of the gifted and talented program goals. | Parental Involvement & Commitment |
| 5.68 | 126. Parents realize the vocational value of all of the gifted and talented program's courses. | Parental Involvement & Commitment |
| 5.60 | 113. Content in staff development sessions addresses instructional issues and priorities. | Staff Development |
| 5.53 | 115. The teachers and students have access to consultants and to the most recent advances within each area. | Staff Development |
| 5.52 | 125. Parents are aware of their responsibilities for helping students develop their giftedness or talents. | Parental Involvement & Commitment |
| 5.41 | 149. The gifted and talented principals are viewed by teachers as having relevant instructional expertise as well as management skills. | Leadership by Principal |
| 5.35 | 37. The Honors' programs in the high schools do a sufficient job of providing advanced course work to gifted students. | Educational Programs-Secondary |

| PNI | Survey Item | Function Area |
|------|--|--|
| 5.34 | 111. The gifted and talented program has an effective inservice training program for improving teaching skills. | Staff Development |
| 5.32 | 31. The schedules and/or courses allow for students who are working in different disciplines to work together to see what their respective areas have in common. | Educational Programs-Secondary |
| 5.26 | 12. The identification of gifted and talented students is an ongoing process, not an annual event. | Identification of Gifted/Talented Students |
| 5.25 | 28. The public is satisfied with achievement at the Center for the Arts and Sciences. | Educational Programs-Secondary |
| 5.12 | 123. The program's staff members provide parents with information and techniques for helping students develop their giftedness or talents. | Parental Involvement & Commitment |
| 5.11 | 14. The identification process includes measures of student motivation, interests, and maturity. | Identification of Gifted/Talented Students |
| 5.09 | 156. The program administration provides the general public with accurate reports on its performance. | Communications/Public Relations |
| 5.08 | 121. Procedures for parental involvement in the program are clearly communicated to parents and used consistently. | Parental Involvement & Commitment |
| 5.06 | 35. Collaborative curriculum planning and decision making are typical. | Educational Programs-Secondary |
| 5.00 | 148. The principals carefully monitor new practices. | Leadership by Principal |
| 4.98 | 134. Helping the student to explore career possibilities is an important part of the total gifted and talented program. | Auxiliary Support & Staff |
| 4.92 | 151. The principals use principles of supervision and feedback to communicate with teachers regarding their instructional methods in gifted/talented programs. | Leadership by Principal |

| PNI | Survey Item | Function Area |
|------|--|--------------------------------------|
| 4.89 | 160. The principals provide the community with information about the effectiveness of the program. | Communications/ Public Relations |
| 4.86 | 114. Staff development and training are supported with time and other necessary resources. | Staff Development |
| 4.82 | 38. Information on drug education at the Center is offered at the appropriate level. | Educational Programs- Secondary |
| 4.72 | 119. Staff development learning goals and objectives are developed by teachers. | Staff Development |
| 4.72 | 154. The principals use suggestions from their staff, teachers, and from the community-at-large to assist in planning and decision making. | Leadership by Prin- cipal |
| 4.72 | 107. Teachers are competent in student counseling services. | Teacher Values & Approaches |
| 4.68 | 124. There is frequent two-way communication between parents and the gifted and talented program's staff. | Parental Involvement & Commitment |
| 4.67 | 131. Encouraging parental involvement is an integral part of the program's plans. | Parental Involvement & Commitment |
| 4.63 | 118. Teaching excellence in the program is recognized. | Staff Development |
| 4.59 | 3. Research findings are used in planning and improving educational programs. | General Administra- tion |

The reader should note that the high need questions listed above were related to nine different function areas. Five of these (Identification of Gifted/Talented Students, Auxiliary Support and Staff, Parental Involvement and Commitment, Staff Development, and Leadership by Principal) were functions which appeared earlier on the Function of Greatest Need list.

A complete listing of the desired, actual, need index, and priority need index values for each question and function for the total district-wide group appear in Appendix D.

The chart below is provided as a means of drawing together the high priority concerns of the total district-wide group. The chart below summarizes the data from combined respondent groups presented thus far in the report, i.e., high need functions and high need questions.

SUMMARY OF DISTRICT-WIDE TOTAL RESPONSES TO THE GIFTED AND TALENTED NEEDS ASSESSMENT

| <u>Function</u> | <u>Functions of Highest Need</u> | <u>Questions of Highest Need</u> |
|---|--------------------------------------|--------------------------------------|
| 1. Identification of Gifted/Talented Students | X | X |
| 2. Auxiliary Support and Staff | X | X |
| 3. Parental Involvement and Commitment | X | X |
| 4. Staff Development | X | X |
| 5. Leadership by Principal | X | X |
| 6. Educational Programs--Secondary | | X |
| 7. General Administration | | X |
| 8. Communications/Public Relations | | X |
| 9. Teacher Values and Approaches | | X |
| ----- | | |
| 10. Personal Development of the Student | | |
| 11. Classroom Management | | |
| 12. Culturally Deprived Students | | |
| 13. Educational Programs--Elementary | | |

It seems apparent that attention should be focused on high need functions or questions. These functions are those listed above the broken line in the chart above (functions numbered 1-9). Functions numbered 10-13 (Personal Development of the Student, Classroom Management, Culturally Deprived Students, and Educational Programs--Elementary) might be viewed as strengths of the gifted and talented program from the perspective of the combined district-wide total.

B. Elementary Professional Staff Responses

When all responses by the elementary professional staff were combined the following function areas appeared as the ones needing the most attention ranked from the highest to lowest.

| <u>Rank</u> | <u>Function of Greatest Need</u> | <u>Priority Need Index</u> |
|-------------|--|--------------------------------|
| 1 | Auxiliary Support and Staff | 9.32 |
| 2 | Identification of Gifted/Talented Students | 8.25 |
| 3 | Staff Development | 4.30 |
| 4 | General Administration | 3.60 |
| 5 | Parental Involvement and Commitment | 3.36 |

A complete listing of the desired, actual, need index, and priority need index values by function for elementary professional staff appear in Appendix E.

In addition to the highest need function areas there were some individual survey questions which resulted with high priority need index values. The questions listed below represent those survey items for which the priority need index equalled or exceeded 4.40 along with function connected to each question.

INDIVIDUAL SURVEY QUESTIONS WHICH RESULTED IN HIGH PNI'S FOR
ELEMENTARY PROFESSIONAL STAFF (EPS)

| PNI | Survey Item | Function Area |
|-------|--|--|
| 19.60 | 132. Effective guidance and counseling are readily available to each student in the gifted and talented program. | Auxiliary Support & Staff |
| 16.35 | 133. The gifted and talented program's guidance program helps students acquire an understanding of vocational trends. | Auxiliary Support & Staff |
| 13.87 | 16. All the teachers in the district participate in inservices on how to identify gifted/talented students. | Identification of Gifted/Talented Students |
| 12.32 | 135. The guidance program helps students to realize the connection between their course work and their career goals. | Auxiliary Support & Staff |
| 10.18 | 15. Emphasis is given to identifying gifted/talented students in culturally disadvantaged groups. | Identification of Gifted/Talented Students |
| 9.45 | 18. The currently used method of identifying gifted/talented students adequately screens out those students who should not participate in the gifted and talented program. | Identification of Gifted/Talented Students |
| 9.45 | 2. The program's budget allows for allocation of resources to achieve high priority objectives. | General Administration |
| 9.05 | 17. The currently used method of identifying gifted and talented students adequately identifies those students who would most benefit from participation in the gifted and talented program. | Identification of Gifted/Talented Students |
| 8.22 | 141. The library collection adequately serves the needs of staff and students. | Auxiliary Support & Staff |
| 7.76 | 128. Parents who supported their children's involvement in the Center at the junior high level also support it as strongly at the senior high level. | Parental Involvement & Commitment |
| 7.51 | 145. The principals make frequent classroom observations to monitor instruction. | Leadership by Principal |

| PNI | Survey Item | Function Area |
|------|---|--|
| 6.99 | 139. Audio visual materials are available for classroom use. | Auxiliary Support & Staff |
| 6.81 | 115. The teachers and students have access to consultants and to the most recent advances within each area. | Staff Development |
| 6.75 | 134. Helping the student to explore career possibilities is an important part of the total gifted and talented program. | Auxiliary Support & Staff |
| 6.65 | 12. The identification of gifted and talented students is an ongoing process, not an annual event. | Identification of Gifted/Talented Students |
| 6.41 | 107. Teachers are competent in student counseling services. | Teacher Values & Approaches |
| 6.40 | 13. Identification occurs as early in the students' lives as is possible. | Identification of Gifted/Talented Students |
| 6.17 | 14. The identification process includes measures of student motivation, interests, and maturity. | Identification of Gifted/Talented Students |
| 6.15 | 138. Materials found in the library are appropriate to the students served. | Auxiliary Support & Staff |
| 6.15 | 136. The librarians at the Center and Handley ask for teacher suggestions when selecting new materials for the library. | Auxiliary Support & Staff |
| 6.04 | 137. The library personnel keep the building staff up-to-date regarding available materials. | Auxiliary Support & Staff |
| 5.76 | 20. Students are counseled toward all careers in which they have an interest, regardless of how disproportionate in minority representatives a career might be. | Culturally Deprived Students |
| 5.40 | 84. The Center and Handley have good discipline. | Classroom Management |
| 5.13 | 114. Staff development and training are supported with time and other necessary resources. | Staff Development |

| PNI | Survey Item | Function Area |
|------|---|-------------------------------------|
| 4.95 | 70. Helping the student to explore career possibilities is an important part of the school program. | Personal Development of the Student |
| 4.92 | 140. Adequate time in the library is provided to students to select materials. | Auxiliary Support & Staff |
| 4.83 | 149. The gifted and talented principals are viewed by teachers as having relevant instructional expertise as well as management skills. | Leadership by Principal |
| 4.83 | 160. The principals provide the community with information about the effectiveness of the program. | Communications/ Public Relations |
| 4.83 | 111. The gifted and talented program has an effective inservice training program for improving teaching skills. | Staff Development |
| 4.83 | 156. The program administration provides the general public with accurate reports on its performance. | Communications/ Public Relations |
| 4.77 | 45. Learning goals and objectives are clearly defined. | Educational Programs- Elementary |
| 4.67 | 148. The principals carefully monitor new practices. | Leadership by Principal |
| 4.60 | 21. Female and minority students are provided with positive role models in many varying careers. | Culturally Deprived Students |
| 4.53 | 118. Teaching excellence in the program is recognized. | Staff Development |
| 4.51 | 116. Administrators are involved in some type of professional development program. | Staff Development |
| 4.42 | 68. Students are encouraged and assisted in developing career plans. | Personal Development of the Student |

The reader should note that the high need questions listed above were related to 12 different function areas. Five of these (Auxiliary Support and Staff, Identification of Gifted and Talented, Staff Development, General Administration, and Parental Involvement and Commitment) were functions which appeared earlier on the Function of Greatest Need list.

A complete listing of the desired, actual, need index, and priority need index values for each question and function for the elementary professional staff group appear in Appendix F.

The chart below is provided as a means of drawing together the high priority concerns of the elementary professional staff group. The chart below summarizes the data from elementary staff presented thus far in the report, i.e., high need functions and high need questions.

SUMMARY OF ELEMENTARY PROFESSIONAL STAFF RESPONSES TO THE GIFTED AND TALENTED NEEDS ASSESSMENT

| <u>Function</u> | <u>Functions of Highest Need</u> | <u>Questions of Highest Need</u> |
|--|--------------------------------------|--------------------------------------|
| 1. Auxiliary Support and Staff | X | X |
| 2. Identification of Gifted/Talented Students | X | X |
| 3. Staff Development | X | X |
| 4. General Administration | X | X |
| 5. Parental Involvement and Commitment | X | X |
| 6. Leadership by Principal | | X |
| 7. Culturally Deprived Students | | X |
| 8. Communications/Public Relations | | X |
| 9. Teacher Values and Approaches | | X |
| 10. Classroom Management | | X |
| 11. Personal Development of the Student | | X |
| 12. Educational Programs--Elementary | | X |
| ----- | | |

It seems apparent that attention should be focused on high need functions or questions. These functions are those listed above the broken line in the chart above (functions numbered 1-12).

C. Elementary Parent Responses

When all responses by the elementary parents were combined the following function areas appeared as the ones needing the most attention ranked from the highest to lowest.

| <u>Rank</u> | <u>Function of Greatest Need</u> | <u>Priority Need Index</u> |
|-------------|--|--------------------------------|
| 1 | Auxiliary Support and Staff | 4.24 |
| 2 | Identification of Gifted/Talented Students | 4.20 |
| 3.5 | General Administration | 3.63 |
| 3.5 | Parental Involvement and Commitment | 3.63 |
| 5 | Personal Development of the Student | 2.88 |

A complete listing of the desired, actual, need index, and priority need index values by function for elementary parents appear in Appendix G.

In addition to the high need function areas there were some individual survey questions which resulted with high priority need index values. The questions listed below represent those survey items for which the priority need index equalled or exceeded 3.60 along with the function connected to each question.

**INDIVIDUAL SURVEY QUESTIONS WHICH RESULTED IN HIGH PNI'S
FOR ELEMENTARY PARENTS (EP)**

| PNI | Survey Item | Function Area |
|------|--|--|
| 8.15 | 16. All the teachers in the district participate in inservices on how to identify gifted/ talented students. | Identification of Gifted/Talented Students |
| 7.62 | 132. Effective guidance and counseling are readily available to each student in the gifted and talented program. | Auxiliary Support & Staff |
| 6.98 | 2. The program's budget allows for allocation of resources to achieve high priority objectives. | General Administration |
| 6.01 | 133. The gifted and talented program's guidance program helps students acquire an understanding of vocational trends. | Auxiliary Support & Staff |
| 5.62 | 141. The library collection adequately serves the needs of staff and students. | Auxiliary Support & Staff |
| 5.25 | 75. Students are encouraged to be concerned for other people and their personal property. | Personal Development of the Student |
| 5.15 | 18. The currently used method of identifying gifted/talented students adequately screens out those students who should not participate in the gifted and talented program. | Identification of Gifted/Talented Students |
| 4.87 | 130. Most parents are aware of the gifted and talented program goals. | Parental Involvement & Commitment |
| 4.79 | 17. The currently used method of identifying gifted and talented students adequately identifies those students who would most benefit from participation in the gifted and talented program. | Identification of Gifted/Talented Students |
| 4.74 | 12. The identification of gifted and talented students is an ongoing process, not an annual event. | Identification of Gifted/Talented Students |
| 4.46 | 128. Parents who supported their children's involvement in the Center at the junior high level also support it as strongly at the senior high level. | Parental Involvement & Commitment |

| PNI | Survey Item | Function Area |
|------|---|--|
| 4.40 | 62. Information on drug education at Handley is offered at the appropriate level. | Educational Programs- Elementary |
| 4.40 | 5. Program improvement efforts are periodically reviewed; progress is noted and the improvement focus is renewed and redirected. | General Administration |
| 4.37 | 8. The school buildings provide a safe environment for staff and students. | General Administration |
| 4.37 | 135. The guidance program helps students to realize the connection between their course work and their career goals. | Auxiliary Support & Staff |
| 4.20 | 10. The major goals of the gifted and talented program are set with respect to the student's needs. | General Administration |
| 4.08 | 123. The program's staff members provide parents with information and techniques for helping students develop their giftedness or talents. | Parental Involvement & Commitment |
| 4.06 | 126. Parents realize the vocational value of all of the gifted and talented program's courses. | Parental Involvement & Commitment |
| 4.06 | 156. The program administration provides the general public with accurate reports on its performance. | Communications/ Public Relations |
| 4.05 | 13. Identification occurs as early in the students' lives as is possible. | Identification of Gifted/Talented Students |
| 4.03 | 138. Materials found in the library are appropriate to the students served. | Auxiliary Support & Staff |
| 3.95 | 61. Teachers at Handley do a good job of teaching health education (which includes a component on sex education). | Educational Programs- Elementary |
| 3.92 | 81. The gifted and talented program fosters the development of independent (self-directed) study skills and academic self-discipline in the students. | Personal Development of the Student |

| PNI | Survey Item | Function Area |
|------|--|--|
| 3.78 | 124. There is frequent two-way communication between parents and the gifted and talented program's staff. | Parental Involvement & Commitment |
| 3.71 | 84. The Center and Handley have good discipline. | Classroom Management |
| 3.70 | 14. The identification process includes measures of student motivation, interests, and maturity. | Identification of Gifted/Talented Students |
| 3.66 | 45. Learning goals and objectives are clearly defined. | Educational Programs-Elementary |
| 3.64 | 1. Planning is a continuous process in the gifted and talented program. | General Administration |
| 3.60 | 80. The gifted and talented program encourages the development of problem solving through complex and abstract thinking in the students. | Personal Development of the Student |

The reader should note that the high need questions listed above were related to eight different function areas, five of these (Auxiliary Support and Staff, Identification of Gifted and Talented Students, General Administration, Parental Involvement and Commitment, and Personal Development of the Student) were functions which appeared earlier on the Function of Greatest Need list.

A complete listing of the desired, actual, need index, and priority need index values for each question and function for the elementary parent group appear in Appendix H.

The chart below is provided as a means of drawing together the high priority concerns of the elementary parent group. The chart below summarizes the data from elementary parents presented thus far in the report, i.e., high need functions and high need questions.

**SUMMARY OF ELEMENTARY PARENT RESPONSES TO THE
GIFTED AND TALENTED NEEDS ASSESSMENT**

| <u>Function</u> | <u>Functions of Highest Need</u> | <u>Questions of Highest Need</u> |
|--|--------------------------------------|--------------------------------------|
| 1. Auxiliary Support and Staff | X | X |
| 2. Identification of Gifted/Talented Students | X | X |
| 3. General Administration | X | X |
| 4. Parental Involvement & Commitment | X | X |
| 5. Personal Development of the Student | X | X |
| 6. Communications/Public Relations | | X |
| 7. Educational Programs--Elementary | | X |
| 8. Classroom Management | | X |
| ----- | | |
| 9. Culturally Deprived Students | | |
| 10. Leadership by Principal | | |

It seems apparent that attention should be focused on high need functions or questions. These functions are those listed above the broken line in the chart above (functions numbered 1-8). Functions numbered 9 and 10 (Culturally Deprived Students and Leadership by Principal) might be viewed as strengths of the gifted and talented program from the perspective of elementary parents.

D. Secondary Professional Staff Responses

When all responses by the secondary professional staff were combined the following function areas appeared as the ones needing the most attention ranked from the highest to lowest.

| <u>Rank</u> | <u>Function of Greatest Need</u> | <u>Priority Need Index</u> |
|-------------|--|--------------------------------|
| 1.5 | Identification of Gifted/Talented Students | 7.09 |
| 1.5 | Parental Involvement and Commitment | 7.09 |
| 3 | Staff Development | 4.84 |
| 4 | Educational Programs--Secondary | 4.46 |
| 5 | Communications/Public Relations | 4.23 |

A complete listing of the desired, actual, need index, and priority need index values by function for the secondary professional staff appear in Appendix I.

In addition to the high need function areas there were some individual survey questions which resulted with high priority need index values. The questions listed below represent those survey items for which the priority need index equalled or exceeded 5.04 along with the function connected to each question.

**INDIVIDUAL SURVEY QUESTIONS WHICH RESULTED IN HIGH PNI'S
FOR SECONDARY PROFESSIONAL STAFF (SPS)**

| PNI | Survey Item | Function Area |
|-------|--|--|
| 12.18 | 16. All the teachers in the district participate in inservices on how to identify gifted/talented students. | Identification of Gifted/Talented Students |
| 10.53 | 34. Provisions are outlined for coordination between teachers in the Center and in the home school classrooms. | Educational Programs--Secondary |
| 9.58 | 17. The currently used method of identifying gifted and talented students adequately identifies those students who would most benefit from participation in the gifted and talented program. | Identification of Gifted/Talented Students |
| 9.31 | 120. There is scheduled time for discussion and deliberation of gifted/talented issues at staff meetings. | Staff Development |
| 9.02 | 126. Parents realize the vocational value of all of the gifted and talented program's courses. | Parental Involvement & Commitment |
| 8.75 | 128. Parents who supported their children's involvement in the Center at the junior high level also support it as strongly at the senior high level. | Parental Involvement & Commitment |
| 7.92 | 130. Most parents are aware of the gifted and talented program goals. | Parental Involvement & Commitment |

| PNI | Survey Item | Function Area |
|------|--|--|
| 7.92 | 135. The guidance program helps students to realize the connection between their course work and their career goals. | Parental Involvement & Commitment |
| 7.86 | 14. The identification process includes measures of student motivation, interests, and maturity. | Identification of Gifted/Talented Students |
| 7.82 | 125. Parents are aware of their responsibilities for helping students develop their giftedness or talents. | Parental Involvement & Commitment |
| 7.68 | 121. Procedures for parental involvement in the program are clearly communicated to parents and used consistently. | Parental Involvement & Commitment |
| 7.46 | 28. The public is satisfied with achievement at the Center for the Arts and Sciences. | Educational Programs-Secondary |
| 7.41 | 18. The currently used method of identifying gifted/talented students adequately screens out those students who should not participate in the gifted and talented program. | Identification of Gifted/Talented Students |
| 7.01 | 131. Encouraging parental involvement is an integral part of the program's plans. | Parental Involvement & Commitment |
| 6.95 | 3. Research findings are used in planning and improving educational programs. | General Administration |
| 6.93 | 123. The program's staff members provide parents with information and techniques for helping students develop their giftedness or talents. | Parental Involvement & Commitment |
| 6.82 | 113. Content in staff development sessions addresses instructional issues and priorities. | Staff Development |
| 6.67 | 133. The gifted and talented program's guidance program helps students acquire an understanding of vocational trends. | Auxiliary Support & Staff |
| 6.65 | 127. Parents of gifted and talented students support the program. | Parental Involvement & Commitment |
| 6.25 | 31. The schedules and/or courses allow for students who are working in different disciplines to work together to see what their respective areas have in common. | Educational Programs-Secondary |

| PNI | Survey Item | Function Area |
|------|---|--|
| 6.25 | 12. The identification of gifted and talented students is an ongoing process, not an annual event. | Identification of Gifted/Talented Students |
| 6.02 | 15. Emphasis is given to identifying gifted/talented students in culturally disadvantaged groups. | Identification of Gifted/Talented Students |
| 6.01 | 25. A value system emphasizing achievement is shared by the gifted and talented staff, students, and parents/community. | Educational Programs-Secondary |
| 5.99 | 124. There is frequent two-way communication between parents and the gifted and talented program's staff. | Parental Involvement & Commitment |
| 5.98 | 35. Collaborative curriculum planning and decision making are typical. | Educational Programs-Secondary |
| 5.94 | 21. Female and minority students are provided with positive role models in many varying careers. | Culturally Deprived Students |
| 5.92 | 141. The library collection adequately serves the needs of staff and students. | Auxiliary Support & Staff |
| 5.90 | 20. Students are counseled toward all careers in which they have an interest, regardless of how disproportionate in minority representatives a career might be. | Culturally Deprived Students |
| 5.84 | 111. The gifted and talented program has an effective inservice training program for improving teaching skills. | Staff Development |
| 5.55 | 81. The gifted and talented program fosters the development of independent (self-directed) study skills and academic self-discipline in the students. | Personal Development of the Student |
| 5.52 | 37. The Honors' programs in the high schools do a sufficient job of providing advanced course work to gifted students. | Educational Programs-Secondary |
| 5.51 | 33. Special attention is focused on building good continuity across grade levels and programs. | Educational Programs-Secondary |

| PNI | Survey Item | Function Area |
|------|---|-------------------------------------|
| 5.51 | 30. The course work illustrates the inter-relatedness of the various disciplines. | Educational Programs--Secondary |
| 5.35 | 156. The program administration provides the general public with accurate reports on its performance. | Communications/ Public Relations |
| 5.21 | 134. Helping the student to explore career possibilities is an important part of the total gifted and talented program. | Auxiliary Support & Staff |
| 5.04 | 119. Staff development learning goals and objectives are developed by teachers. | Staff Development . |

The reader should note that the high need questions listed above were related to ten different function areas. Five of these (Identification of Gifted and Talented Students, Parental Involvement and Commitment, Staff Development, Educational Programs--Secondary, and Communications/Public Relations) were functions which appeared earlier on the Function of Greatest Need list.

A complete listing of the desired, actual, need index, and priority need index values for each question and function for the secondary professional staff group appear in Appendix J.

The chart below is provided as a means of drawing together the high priority concerns of the secondary professional staff group. The chart below summarizes the data from secondary professional staff presented thus far in the report, i.e., high need functions and high need questions.

**SUMMARY OF SECONDARY PROFESSIONAL STAFF RESPONSES TO THE
GIFTED AND TALENTED NEEDS ASSESSMENT**

| <u>Function</u> | <u>Functions of Highest Need</u> | <u>Questions of Highest Need</u> |
|---|--------------------------------------|--------------------------------------|
| 1. Identification of Gifted/Talented Students | X | X |
| 2. Parental Involvement and Commitment | X | X |
| 3. Staff Development | X | X |
| 4. Educational Programs--Secondary | X | X |
| 5. Communications/Public Relations | X | X |
| 6. Auxiliary Support and Staff | | X |
| 7. General Administration | | X |
| 8. Culturally Deprived Students | | X |
| 9. Personal Development of the Student | | X |
| 10. Teacher Values and Approaches | | X |
| ----- | | |
| 11. Classroom Management | | |
| 12. Leadership by Principal | | |

It seems apparent that attention should be focused on high need functions or questions. These functions are those listed above the broken line in the chart above (functions numbered 1-10). Functions numbered 11 and 12 (Classroom Management and Leadership by Principal) might be viewed as strengths of the gifted and talented program from the perspective of secondary professional staff.

E. Secondary Parent Responses

When all responses by the secondary parents were combined the following function areas appeared as the ones needing the most attention ranked from the highest to lowest.

| <u>Rank</u> | <u>Function of Greatest Need</u> | <u>Priority Need Index</u> |
|-------------|--|--------------------------------|
| 1 | Leadership by Principal | 8.37 |
| 2 | Parental Involvement and Commitment | 5.65 |
| 3 | Auxiliary Support and Staff | 5.36 |
| 4 | Communications/Public Relations | 5.12 |
| 5 | Identification of Gifted/Talented Students | 3.97 |

A complete listing of the desired, actual, need index, and priority need index values by function for secondary parents appear in Appendix K.

In addition to the high need function areas there were some individual survey questions which resulted with high priority need index values. The questions listed below represent those survey items for which the priority need index equalled or exceeded 5.84 along with the function connected to each question.

**INDIVIDUAL SURVEY QUESTIONS WHICH RESULTED IN HIGH
PNI'S FOR SECONDARY PARENTS (SP)**

| PNI | Survey Item | Function Area |
|-------|--|---------------------------|
| 10.16 | 141. The library collection adequately serves the needs of staff and students. | Auxiliary Support & Staff |
| 10.16 | 154. The principals use suggestions from their staff, teachers, and from the community-at-large to assist in planning and decision making. | Leadership by Principal |
| 9.94 | 149. The gifted and talented principals are viewed by teachers as having relevant instructional expertise as well as management skills. | Leadership by Principal |
| 9.90 | 151. The principals use principles of supervision and feedback to communicate with teachers regarding their instructional methods in gifted/talented programs. | Leadership by Principal |
| 9.88 | 145. The principals make frequent classroom observations to monitor instruction. | Leadership by Principal |
| 9.73 | 146. The principals initiate organized and systematic improvement procedure. | Leadership by Principal |
| 9.58 | 152. The principals are active partners in long- and short-range planning. | Leadership by Principal |
| 9.49 | 148. The principals carefully monitor new practices. | Leadership by Principal |

| PNI | Survey Item | Function Area |
|------|--|-------------------------------------|
| 9.25 | 34. Provisions are outlined for coordination between teachers in the Center and in the home school classrooms. | Educational Programs-Secondary |
| 8.82 | 147. The principals promote methods that are known to create effective schools. | Leadership by Principal |
| 8.61 | 150. The principals actively encourage comprehensive programs including multiple-methods of identification, staff development, program evaluation and revision, and support system such as counseling. | Leadership by Principal |
| 7.74 | 153. The principals provide an encouraging climate for innovation and exploration by teachers and students. | Leadership by Principal |
| 6.85 | 132. Effective guidance and counseling are readily available to each student in the gifted and talented program. | Auxiliary Support & Staff |
| 6.81 | 164. The principals serve as a communication link between the Board, the parents, and the community concerning the program. | Communications/ Public Relations |
| 6.78 | 133. The gifted and talented program's guidance program helps students acquire an understanding of vocational trends. | Auxiliary Support & Staff |
| 6.63 | 130. Most parents are aware of the gifted and talented program goals. | Parental Involvement & Commitment |
| 6.53 | 124. There is frequent two-way communication between parents and the gifted and talented program's staff. | Parental Involvement & Commitment |
| 6.39 | 125. Parents are aware of their responsibilities for helping students develop their giftedness or talents. | Parental Involvement & Commitment |
| 6.28 | 131. Encouraging parental involvement is an integral part of the program's plans. | Parental Involvement & Commitment |
| 6.23 | 160. The principals provide the community with information about the effectiveness of the program. | Communications/ Public Relations |

| PNI | Survey Item | Function Area |
|------|--|-------------------------------------|
| 6.22 | 134. Helping the student to explore career possibilities is an important part of the total gifted and talented program. | Auxiliary Support & Staff |
| 6.22 | 123. The program's staff members provide parents with information and techniques for helping students develop their giftedness or talents. | Parental Involvement & Commitment |
| 6.02 | 121. Procedures for parental involvement in the program are clearly communicated to parents and used consistently. | Parental Involvement & Commitment |
| 5.96 | 135. The guidance program helps students to realize the connection between their course work and their career goals. | Auxiliary Support & Staff |
| 5.92 | 129. Teachers encourage parents to keep track of student progress. | Parental Involvement & Commitment |
| 5.91 | 156. The program administration provides the general public with accurate reports on its performance. | Communications/ Public Relations |
| 5.84 | 35. Collaborative curriculum planning and decision making are typical. | Educational Programs- Secondary |

The reader should note that the high need questions listed above were related to five different function areas. Four of these (Leadership By Principal, Parental Involvement and Commitment, Auxiliary Support and Staff, and Communications/Public Relations) were functions which appeared earlier on the Function of Greatest Need list.

A complete listing of the desired, actual, need index, and priority need index values for each question and function for the secondary parent group appear in Appendix L.

The chart below is provided as a means of drawing together the high priority concerns of the secondary parent group. The chart below summarizes the

data from secondary parents presented thus far in the report, i.e., high need functions and high need questions.

**SUMMARY OF SECONDARY PARENT RESPONSES TO THE
GIFTED AND TALENTED NEEDS ASSESSMENT**

| <u>Function</u> | <u>Functions of Highest Need</u> | <u>Questions of Highest Need</u> |
|--|--------------------------------------|--------------------------------------|
| 1. Leadership by Principal | X | X |
| 2. Parental Involvement and Commitment | X | X |
| 3. Auxiliary Support and Staff | X | X |
| 4. Communications/Public Relations | X | X |
| 5. Identification of Gifted/Talented | X | |
| 6. Educational Programs--Secondary | | X |
| ----- | | |
| 7. General Administration | | |
| 8. Personal Development of the Student | | |
| 9. Classroom Management | | |
| 10. Culturally Deprived Students | | |

It seems apparent that attention should be focused on high need functions or questions. These functions are those listed above the broken line in the chart above (functions numbered 1-6). Functions numbered 7-10 (General Administration, Personal Development of the Student, Classroom Management, and Culturally Deprived Students, respectively) might be viewed as strengths of the gifted and talented program from the perspective of secondary parents.

F. Secondary Student Responses

When all responses by the secondary students were combined, the following function areas appeared as the ones needing the most attention ranked from the highest to lowest.

| <u>Rank</u> | <u>Function of Greatest Need</u> | <u>Priority Need Index</u> |
|-------------|--|--------------------------------|
| 1 | Identification of Gifted/Talented Students | 3.52 |
| 2 | Educational Programs--Secondary | 3.31 |
| 3 | Auxiliary Support and Staff | 3.25 |
| 4 | Classroom Management | 3.23 |
| 5 | Teacher Values and Approaches | 2.88 |

A complete listing of the desired, actual, need index, and priority need index values by function for secondary students appear in Appendix M.

In addition to the high need function areas there were some individual survey questions which resulted with high priority need index values. The questions listed below represent those survey items for which the priority need index equalled or exceeded 3.83 along with the function connected to each question.

**INDIVIDUAL SURVEY QUESTIONS WHICH RESULTED IN HIGH
PNI'S FOR SECONDARY STUDENTS (SS)**

| <u>PNI</u> | <u>Survey Item</u> | <u>Function Area</u> |
|------------|--|---------------------------------|
| 6.22 | 34. Provisions are outlined for coordination between teachers in the Center and in the home school classrooms. | Educational Programs--Secondary |
| 5.80 | 37. The Honors' programs in the high schools do a sufficient job of providing advanced course work to gifted students. | Educational Programs--Secondary |
| 4.87 | 31. The schedules and/or courses allow for students who are working in different disciplines to work together to see what their respective areas have in common. | Educational Programs--Secondary |
| 4.70 | 28. The public is satisfied with achievement at the Center for the Arts and Sciences. | Educational Programs--Secondary |
| 4.67 | 106. Teachers are responsive to the student's point of view. | Teacher Values & Approaches |

| PNI | Survey Item | Function Area |
|------|--|--|
| 4.51 | 18. The currently used method of identifying gifted/talented students adequately screens out those students who should not participate in the gifted and talented program. | Identification of Gifted/Talented Students |
| 4.46 | 75. Students are encouraged to be concerned for other people and their personal property. | Personal Development of the Student |
| 4.37 | 16. All the teachers in the district participate in inservices on how to identify gifted/talented students. | Identification of Gifted/Talented Students |
| 4.37 | 38. Information on drug education at the Center is offered at the appropriate level. | Educational Programs-Secondary |
| 4.27 | 96. Teachers know which skills are of highest priority and the prerequisites needed by students to learn the skills. | Teacher Values & Approaches |
| 4.24 | 140. Adequate time in the library is provided to students to select materials. | Auxiliary Support & Staff |
| 4.20 | 26. Learning goals and objectives are clearly defined. | Educational Programs-Secondary |
| 4.18 | 102. Classroom routines are smooth and efficient. | Teacher Values & Approaches |
| 4.13 | 17. The currently used method of identifying gifted and talented students adequately identifies those students who would most benefit from participation in the gifted and talented program. | Identification of Gifted/Talented Students |
| 4.12 | 85. Teachers motivate students by using rewards rather than punishments. | Classroom Management |
| 3.98 | 12. The identification of gifted and talented students is an ongoing process, not an annual event. | Identification of Gifted/Talented Students |
| 3.96 | 91. Teachers communicate effectively. | Teacher Values & Approaches |
| 3.96 | 132. Effective guidance and counseling are readily available to each student in the gifted and talented program. | Auxiliary Support & Staff |

| PNI | Survey Item | Function Area |
|------|---|---------------------------------|
| 3.90 | 133. The gifted and talented program's guidance program helps students acquire an understanding of vocational trends. | Auxiliary Support & Staff |
| 3.86 | 84. The Center and Handley have good discipline. | Classroom Management |
| 3.83 | 25. A value system emphasizing achievement is shared by the gifted and talented staff, students, and parents/community. | Educational Programs--Secondary |

The reader should note that the high need questions listed above were related to six different function areas. Five of these (Identification of Gifted and Talented Students, Educational Programs--Secondary, Auxiliary Support and Staff, Classroom Management, and Teacher Values and Approaches) were functions which appeared earlier on the Function of Greatest Need list.

A complete listing of the desired, actual, need index, and priority need index values for each question and function for the secondary student group appear in Appendix N.

The chart below is provided as a means of drawing together the high priority concerns of the secondary student group. The chart below summarizes the data from secondary students presented thus far in the report, i.e., high need functions and high need questions.

**SUMMARY OF SECONDARY STUDENT RESPONSES TO THE
GIFTED AND TALENTED NEEDS ASSESSMENT**

| <u>Function</u> | <u>Functions of Highest Need</u> | <u>Questions of Highest Need</u> |
|---|--------------------------------------|--------------------------------------|
| 1. Identification of Gifted/Talented Students | X | X |
| 2. Educational Programs--Secondary | X | X |
| 3. Auxiliary Support and Staff | X | X |
| 4. Classroom Management | X | X |
| 5. Teacher Values and Approaches | X | X |
| 6. Personal Development of the Student | | X |
| ----- | | |
| 7. Culturally Deprived Students | | |

It seems apparent that attention should be focused on high need functions or questions. These functions are those listed above the broken line in the chart above (functions numbered 1-6). Function number 7 (Culturally Deprived Students) might be viewed as strengths of the gifted and talented program from the perspective of secondary students.

SUMMARY OF MAJOR FINDINGS

The purpose of this study was to identify areas of need within the gifted and talented programs. When the responses of secondary students and elementary and secondary parents and staff were combined, the following five functions emerged as the highest need areas.

1. Identification of Gifted/Talented Students
2. Auxiliary Support and Staff
3. Parental Involvement and Commitment
4. Staff Development
5. Leadership by Principal

The above system total priorities were determined on the basis of combining the results of five respondent groups together. This process included dealing with 164 different questions covering 13 function areas. The mathematical system used to quantify priorities, though not perfect, did provide a meaningful way to summarize the data in a systematic fashion. Summarization seldom if ever captures the total complexity of the subject under study, such is the case with the present needs assessment summary. Note that 47.9% of all sampled respondents chose to complete the needs assessment instruments (see Appendix B for details).

In looking at a summary of both high need functions and questions, one can see that five functions consistently emerge (see Appendix O). A short discussion of these five needs in gifted and talented education follows.

The first area dealt with ways to bring a more comprehensive method to the identification of gifted and talented students. From a review of high priority need index questions, elements to include in a more comprehensive identification process would be the following:

- Participation of all district teachers in an inservice on how to identify gifted/talented students.

- Updated selection criteria to allow for the identification of all those students who would most benefit from participation.
- An ongoing identification process for gifted and talented students should be instituted.
- Measures of student motivation, interest, and maturity should be included in the selection process.

The second need area of auxiliary support/staff dealt mainly with counseling/guidance services and library resources. A review of high need questions revealed that guidance and counseling for the gifted and talented should be expanded to include the following:

- Each elementary and secondary student should have available effective guidance and counseling services.
- These services should help students acquire:
 - An understanding of vocational trends,
 - A realization of the connection between their course work and career goals, and
 - An exploration of various career possibilities.

The library collection needs to be expanded to meet needs of both students and staff. This need seems to be especially pronounced at the elementary level. To meet the library needs at the elementary level, the following elements need to be instituted:

- Provide audio visual materials for classroom use.
- Stock library materials more appropriate for gifted and talented students.
- Have library personnel inform building staff on the availability of library materials.

The area of parental involvement and commitment was the third area of greatest concern. To improve parental involvement and commitment, the following aspects need to be provided:

- More frequent two-way communication between parents and the gifted and talented program staff.
- Creation of a greater awareness of gifted and talented program goals.
- Information and techniques for parents designed to help their child develop their giftedness or talents.
- Awareness that gifted and talented program builds upon earlier programming efforts.

The fourth area of greatest need was staff development. Staff development efforts should provide for the following to meet the top needs indicated:

- Inservice training program for improving teaching skills (elementary and secondary).
- Access to consultants and to the most recent advances within each area (elementary).
- Scheduled time for discussion and deliberation of gifted/talented issues at staff meetings (secondary).
- Content in staff development sessions that specifically addresses instructional issues and priorities (secondary).
- Staff development learning goals and objectives developed by teachers (secondary).
- Recognition of teaching excellence within the gifted/talented program (elementary).

The final area of greatest need was leadership by principal. To improve principal leadership, the following elements should be implemented more fully:

- More frequent classroom observations by principal to monitor instruction.
- Careful monitoring of new practices.

Now that priority needs have been identified, the task is to use these needs to develop an action program. This cannot be done, however, without more detailed information about which specified aspects of each problem to attend to and how the various groups rated each aspect of a problem. An aid has been constructed to assist the reader (user) with this task. Appendix P contains a listing of all high need functions and questions for each group and the total. Appendix P should be a great value in translating priorities into action plans for both the elementary and secondary gifted and talented programs.

APPENDICES



APPENDIX A

School District of the City of Saginaw

550 Millard Street
Saginaw, Michigan 48607
517-776-0200

Foster B. Gibbs, Ph.D., Superintendent

April 6, 1987

Dear Parent:

As a parent of a student presently participating in the district's K-12 gifted and talented program, we are requesting your assistance in responding to the enclosed survey. The results of this survey will be used to assist decision makers in future planning of the district's gifted and talented program.

Please complete the instrument and return it to us in the enclosed self-addressed stamped envelope by April 16, 1987. Your responses will remain confidential and only response totals will be reported.

It is important that you do participate in this effort for the continued improvement of our gifted and talented program.

Thank you for your continued support and cooperation.

Sincerely,

Keith Birdsall, Director
Center for the Arts & Sciences

Valerie Becker, Principal
Handley Elementary School

Enclosure

BOARD OF EDUCATION

Ruth A. Braun, President James W. Woolfolk, Vice-President Richard J. Stringer, Secretary James R. Kanary, Treasurer
Raben Daniels, Trustee Willie E. Thompson, Trustee Hazel R. Wilson, Trustee

APPENDIX A

ELEMENTARY PARENTS (EP) A NEEDS ASSESSMENT OF THE GIFTED AND TALENTED PROGRAM

© 1987

Saginaw Public Schools

Instrument Code _____

This questionnaire has been developed in order to get reactions from teachers, administrators, students and parents about: 1) the way the gifted and talented program is currently operating, and 2) the way it should operate in the future. Thus, the goal of this survey is to obtain district-wide data about the general operation of the gifted and talented program for future planning purposes.

The statements included in the survey relate to the gifted and talented program's services as provided by the school district. In some cases, you may not have complete information about a statement, or you may feel that some statements are less important to you than others. However, please respond to the statements in either of two ways--a) as a member of your school unit (building, department, etc.) or b) as a member of the broader public with feelings, perceptions and beliefs relating to this program. In other words, your reactions in certain areas may not result from direct involvement or knowledge but these reactions are still valid and should be noted.

For example, you will find statements like this: "Gifted and talented program teachers know how their instructional objectives fit with the regular curriculum." You may not know have knowledge about all the program's teachers, but you may have knowledge of some of them. Therefore, you can respond to this statement on the basis of the knowledge you have. If you have no information at all about an item, simply mark your response "Do not know."

Your input is vitally important if this survey is to have any meaningful bearing on the plans and operations of the gifted and talented program. Questionnaires have been sent to administrators, program teachers, the students in the program and their parents. Please take the time to provide the administration and the school board with a sincere assessment of the needs of the program from your viewpoint.

APPENDIX A

INSTRUCTIONS

Each item on this questionnaire makes a statement about the gifted and talented program. Please read each statement carefully. You are being asked to respond, as follows:

- (A) In your opinion, to what extent should the stated condition exist?
- (B) From your knowledge, to what extent does the stated condition actually exist?

| | | | | | | |
|--------------------|-------------|------------|--------------------|----------------------|--------------------------|------------------------|
| A) Should Exist | ? | 1 | 2 | 3 | 4 | 5 |
| | Do not know | Not at all | To a slight extent | To a moderate extent | To a fairly large extent | To a very large extent |
| B) Actually Exists | ? | 1 | 2 | 3 | 4 | 5 |

| | |
|--------------|-----------------|
| Should Exist | Actually Exists |
|--------------|-----------------|

EXAMPLE: The gifted and talented program does a good job of teaching basic safety skills.

| | |
|----------|----------|
| <u>5</u> | <u>3</u> |
|----------|----------|

Be sure to write a response to both "should exist" and "actually exists" for each statement. Use "?" only if you feel you do not have any information allowing you to make a judgment. Thank you for your cooperation.

The following is a more detailed explanation of the above responses.

SHOULD EXIST

- ? Do not know the extent to which the stated condition should exist.
- 1 Stated condition should not exist at all.
- 2 Stated condition should exist to a slight extent.
- 3 Stated condition should exist to a moderate extent.
- 4 Stated condition should exist to a fairly large extent.
- 5 Stated condition should exist to a very large extent.

ACTUALLY EXISTS

- ? Do not know the extent to which the stated condition exists.
- 1 Stated condition does not exist at all.
- 2 Stated condition exists to a slight extent.
- 3 Stated condition exists to a moderate extent.
- 4 Stated condition exists to a fairly large extent.
- 5 Stated condition exists to a very large extent.

APPENDIX A

| | ? | 1 | 2 | 3 | 4 | 5 | | |
|---|-------------------|------------------|--------------------------|----------------------------|--------------------------------|------------------------------|-----------------|--------------------|
| | Do not know | Not at all | To a slight extent | To a moderate extent | To a fairly large extent | To a very large extent | Should Exist | Actually Exists |
| I. GENERAL ADMINISTRATION | | | | | | | | |
| 1. Planning is a continuous process in the gifted and talented program. | | | | | | | _____ | _____ |
| 2. The program's budget allows for allocation of resources to achieve high priority objectives. | | | | | | | _____ | _____ |
| 3. Research findings are used in planning and improving educational programs. | | | | | | | _____ | _____ |
| 4. Instructional program evaluation is accomplished by comparing actual results with the goals and objectives of the program. | | | | | | | _____ | _____ |
| 5. Program improvement efforts are periodically reviewed; progress is noted and the improvement focus is renewed and redirected. | | | | | | | _____ | _____ |
| 6. Test results, grade reports, attendance records and other methods are used to spot potential problems. | | | | | | | _____ | _____ |
| 7. Students are well served by a gifted and talented program situated in one location. | | | | | | | _____ | _____ |
| 8. The school buildings provide a safe environment for staff and students. | | | | | | | _____ | _____ |
| 9. Assessment results are used by teachers for instructional diagnosis and to evaluate their own teaching methods and check student progress. | | | | | | | _____ | _____ |
| 10. The major goals of the gifted and talented program are set with respect to the students' needs. | | | | | | | _____ | _____ |
| II. IDENTIFICATION OF GIFTED/TALENTED STUDENTS | | | | | | | | |
| 11. Students are nominated through a variety of sources including, parent, teacher, administrator, and test score referrals. | | | | | | | _____ | _____ |
| 12. The identification of gifted and talented students is an ongoing process, not an annual event. | | | | | | | _____ | _____ |
| 13. Identification occurs as early in the students' lives as is possible. | | | | | | | _____ | _____ |

APPENDIX A

| | ? | 1 | 2 | 3 | 4 | 5 | | |
|-----|--|------------------|--------------------------|----------------------------|--------------------------------|------------------------------|-----------------|--------------------|
| | Do not know | Not at all | To a slight extent | To a moderate extent | To a fairly large extent | To a very large extent | | |
| | | | | | | | Should Exist | Actually Exists |
| 14. | The identification process includes measures of student motivation, interests, and maturity. | | | | | | _____ | _____ |
| 15. | Emphasis is given to identifying gifted/talented students in culturally disadvantaged groups. | | | | | | _____ | _____ |
| 16. | All the teachers in the district participate in inservices on how to identify gifted/talented students. | | | | | | _____ | _____ |
| 17. | The currently used method of identifying gifted and talented students adequately identifies those students who would most benefit from participation in the gifted and talented program. | | | | | | _____ | _____ |
| 18. | The currently used method of identifying gifted/talented students adequately screens out those students who should not participate in the gifted and talented program. | | | | | | _____ | _____ |

III. CULTURALLY DEPRIVED STUDENTS

| | | | | | | | | |
|-----|---|--|--|--|--|--|-------|-------|
| 19. | Female students are offered chances to consider careers in math and science fields. | | | | | | _____ | _____ |
| 20. | Students are counseled toward all careers in which they have an interest, regardless of how disproportionate in minority representatives a career might be. | | | | | | _____ | _____ |
| 21. | Female and minority students are provided with positive role models in many varying careers. | | | | | | _____ | _____ |
| 22. | Teachers treat minority and female students with regard to their aptitudes and abilities, not with regard to stereotyped images. | | | | | | _____ | _____ |
| 23. | Math and science teachers encourage attendance and participation by female students in their classes. | | | | | | _____ | _____ |
| 24. | Examples and methods of teaching used in the classroom relate to minority and/or female perspectives as well as to majority perspectives. | | | | | | _____ | _____ |

APPENDIX A

| | ? | 1 | 2 | 3 | 4 | 5 | | |
|--|-------------------|------------------|--------------------------|----------------------------|--------------------------------|------------------------------|-----------------|--------------------|
| | Do not know | Not at all | To a slight extent | To a moderate extent | To a fairly large extent | To a very large extent | | |
| | | | | | | | Should Exist | Actually Exists |
| IV. EDUCATIONAL PROGRAMS - ELEMENTARY | | | | | | | | |
| 25. A value system emphasizing academic achievement is shared by the gifted and talented staff, students and parents/community. | | | | | | | _____ | _____ |
| 26. Learning goals and objectives are clearly defined. | | | | | | | _____ | _____ |
| 27. Standards for learning are both challenging and attainable. | | | | | | | _____ | _____ |
| 28. Students are challenged at the elementary level by attending Handley. | | | | | | | _____ | _____ |
| 29. Promotion at Handley is based on achievement rather than time spent in the classroom. | | | | | | | _____ | _____ |
| 30. Handley does a good job preparing students for their next level of education. | | | | | | | _____ | _____ |
| 31. Elementary homework is regularly assigned and checked. | | | | | | | _____ | _____ |
| 32. Children have opportunities to write. | | | | | | | _____ | _____ |
| 33. A special effort is made at Handley to challenge more able elementary students. | | | | | | | _____ | _____ |
| 34. Elementary courses of instruction are modified frequently enough to keep them current. | | | | | | | _____ | _____ |
| 35. Handley does a good job of teaching reading, writing, and arithmetic. | | | | | | | _____ | _____ |
| 36. Handley teachers explain to students the objectives of their lessons, so that students realize what knowledge and skills they will be expected to learn. | | | | | | | _____ | _____ |
| 37. Handley's curriculum is congruent with the regular elementary curriculum. | | | | | | | _____ | _____ |
| 38. The Handley staff coordinates instruction grade-to-grade and plans the curriculum sequentially. | | | | | | | _____ | _____ |
| 39. Given the resources available, the public is satisfied with academic achievement at Handley. | | | | | | | _____ | _____ |
| 40. Many of the courses provide "hands on" experience. | | | | | | | _____ | _____ |

APPENDIX A

| | ? | 1 | 2 | 3 | 4 | 5 | | |
|-----|--|------------------|--------------------------|----------------------------|--------------------------------|------------------------------|-----------------|--------------------|
| | Do not know | Not at all | To a slight extent | To a moderate extent | To a fairly large extent | To a very large extent | | |
| | | | | | | | Should Exist | Actually Exists |
| 41. | Co-curricular activities are available for students who wish to participate in them. | | | | | | _____ | _____ |
| 42. | Teachers at Handley do a good job of teaching health education (which includes a component on sex education). | | | | | | _____ | _____ |
| 43. | Information on drug education at Handley is offered at the appropriate level. | | | | | | _____ | _____ |
| 44. | Student achievement levels determine future academic planning. | | | | | | _____ | _____ |
| 45. | Learning activities at Handley take place at a more appropriate pace than in the regular classroom for academically talented students. | | | | | | _____ | _____ |

V. PERSONAL DEVELOPMENT OF THE STUDENT

| | | | | | | | | |
|-----|---|--|--|--|--|--|-------|-------|
| 46. | Students have opportunities to practice leadership skills. | | | | | | _____ | _____ |
| 47. | The program teaches students problem solving techniques. | | | | | | _____ | _____ |
| 48. | Students have opportunities to work with other students of similar and dissimilar abilities and interests. | | | | | | _____ | _____ |
| 49. | Students are encouraged and assisted in developing career plans. | | | | | | _____ | _____ |
| 50. | The visual and performing art classes at the Center have career establishing components as do academic courses. | | | | | | _____ | _____ |
| 51. | Helping the student to explore career possibilities is an important part of the school program. | | | | | | _____ | _____ |
| 52. | Students are expected to complete their work and meet recognized standards of quality. | | | | | | _____ | _____ |
| 53. | Students have the opportunity to develop a sense of responsibility and self-reliance. | | | | | | _____ | _____ |
| 54. | Students are encouraged to be independent thinkers. | | | | | | _____ | _____ |
| 55. | The gifted and talented program tries to develop an appreciation of learning in each student. | | | | | | _____ | _____ |
| 56. | Students are encouraged to be concerned for other people and their personal property. | | | | | | _____ | _____ |

APPENDIX A

| | ? | 1 | 2 | 3 | 4 | 5 | | |
|---|-------------------|------------------|--------------------------|----------------------------|--------------------------------|------------------------------|-----------------|--------------------|
| | Do not know | Not at all | To a slight extent | To a moderate extent | To a fairly large extent | To a very large extent | Should Exist | Actually Exists |
| 57. The program provides students with exposure to a variety of fields of study. | | | | | | | _____ | _____ |
| 58. The gifted and talented program encourages students to recognize and realize their aptitudes, abilities, interests, and needs. | | | | | | | _____ | _____ |
| 59. The program encourages students to establish and pursue challenging goals. | | | | | | | _____ | _____ |
| 60. The program fosters the development of logical and convergent thinking in the students. | | | | | | | _____ | _____ |
| 61. The gifted and talented program encourages the development of problem solving through complex and abstract thinking in the students. | | | | | | | _____ | _____ |
| 62. The gifted and talented program fosters the development of independent (self-directed) study skills and academic self-discipline in the students. | | | | | | | _____ | _____ |
| VI. CLASSROOM MANAGEMENT | | | | | | | | |
| 63. Parents are notified of discipline problems. | | | | | | | _____ | _____ |
| 64. Administrators support teachers in student discipline matters. | | | | | | | _____ | _____ |
| 65. The Center and Handley have good discipline. | | | | | | | _____ | _____ |
| 66. Teachers motivate students by using rewards rather than punishments. | | | | | | | _____ | _____ |
| 67. Students are aware of classroom rules. | | | | | | | _____ | _____ |
| 68. A secure, attractive environment is provided where the emphasis is on achievement. | | | | | | | _____ | _____ |
| 69. An orderly, productive working atmosphere is generally maintained and time spent on classroom management is minimal. | | | | | | | _____ | _____ |

APPENDIX A

| | ? | 1 | 2 | 3 | 4 | 5 | | |
|--|---|------------------|--------------------------|----------------------------|--------------------------------|------------------------------|-----------------|--------------------|
| | Do not know | Not at all | To a slight extent | To a moderate extent | To a fairly large extent | To a very large extent | | |
| | | | | | | | Should Exist | Actually Exists |
| VII. PARENTAL INVOLVEMENT AND COMMITMENT | | | | | | | | |
| 70. | Procedures for parental involvement in the program are clearly communicated to parents and used consistently. | | | | | | _____ | _____ |
| 71. | Parents have options for becoming involved in activities that support the gifted and talented instructional program. | | | | | | _____ | _____ |
| 72. | The program's staff members provide parents with information and techniques for helping students develop their giftedness or talents. | | | | | | _____ | _____ |
| 73. | There is frequent two-way communication between parents and the gifted and talented program's staff. | | | | | | _____ | _____ |
| 74. | Parents are aware of their responsibilities for helping students develop their giftedness or talents. | | | | | | _____ | _____ |
| 75. | Parents realize the vocational value of all of the gifted and talented program's courses. | | | | | | _____ | _____ |
| 76. | Parents of gifted and talented students support the program. | | | | | | _____ | _____ |
| 77. | Parents who supported their children's involvement in the Center at the junior high level also support it as strongly at the senior high level. | | | | | | _____ | _____ |
| 78. | Teachers encourage parents to keep track of student progress. | | | | | | _____ | _____ |
| 79. | Most parents are aware of the gifted and talented program goals. | | | | | | _____ | _____ |
| 80. | Encouraging parental involvement is an integral part of the program's plans. | | | | | | _____ | _____ |
| VIII. AUXILIARY SUPPORT AND STAFF | | | | | | | | |
| 81. | Effective guidance and counseling are readily available to each student in the gifted and talented program. | | | | | | _____ | _____ |
| 82. | The gifted and talented program's guidance program helps students acquire an understanding of vocational trends. | | | | | | _____ | _____ |

APPENDIX A

| | ? | 1 | 2 | 3 | 4 | 5 | | |
|-----|--|------------------|--------------------------|----------------------------|--------------------------------|------------------------------|-----------------|--------------------|
| | Do not know | Not at all | To a slight extent | To a moderate extent | To a fairly large extent | To a very large extent | | |
| | | | | | | | Should Exist | Actually Exists |
| 83. | Helping the student to explore career possibilities is an important part of the total gifted and talented program. | | | | | | _____ | _____ |
| 84. | The guidance program helps students to realize the connection between their course work and their career goals. | | | | | | _____ | _____ |
| 85. | The librarians at the Center and Handley ask for teacher suggestions when selecting new materials for the library. | | | | | | _____ | _____ |
| 86. | The library personnel keep the building staff up-to-date regarding available materials. | | | | | | _____ | _____ |
| 87. | Materials found in the library are appropriate to the students served. | | | | | | _____ | _____ |
| 88. | Audio visual materials are available for classroom use. | | | | | | _____ | _____ |
| 89. | Adequate time in the library is provided to students to select materials. | | | | | | _____ | _____ |
| 90. | The library collection adequately serves the needs of staff and students. | | | | | | _____ | _____ |

IX. LEADERSHIP BY PRINCIPAL

| | | | | | | | | |
|-----|---|--|--|--|--|--|-------|-------|
| 91. | The principals at the Center and at Handley believe that all students can learn. | | | | | | _____ | _____ |
| 92. | The principals have a clear understanding of the program's goals and are able to clearly articulate them. | | | | | | _____ | _____ |
| 93. | The principals are the instructional leaders. | | | | | | _____ | _____ |
| 94. | The principals make frequent classroom observations to monitor instruction. | | | | | | _____ | _____ |
| 95. | The principals initiate organized and systematic improvement procedures. | | | | | | _____ | _____ |
| 96. | The principals promote methods that are known to create effective schools. | | | | | | _____ | _____ |
| 97. | The principals carefully monitor new practices. | | | | | | _____ | _____ |

APPENDIX A

| | ? | 1 | 2 | 3 | 4 | 5 | | |
|---|---|------------------|--------------------------|----------------------------|--------------------------------|------------------------------|-----------------|--------------------|
| | Do not know | Not at all | To a slight extent | To a moderate extent | To a fairly large extent | To a very large extent | | |
| | | | | | | | Should Exist | Actually Exists |
| 98. | The gifted and talented principals are viewed by teachers as having relevant instructional expertise as well as management skills. | | | | | | _____ | _____ |
| 99. | The principals actively encourage comprehensive programs including multiple methods of identification, staff development, program evaluation and revision, and support system such as counseling. | | | | | | _____ | _____ |
| 100. | The principals use principles of supervision and feedback to communicate with teachers regarding their instructional methods in gifted/talented programs. | | | | | | _____ | _____ |
| 101. | The principals are active partners in long- and short-range planning. | | | | | | _____ | _____ |
| 102. | The principals provide an encouraging climate for innovation and exploration by teachers and students. | | | | | | _____ | _____ |
| 103. | The principals use suggestions from their staff, teachers, and from the community-at-large to assist in planning and decision making. | | | | | | _____ | _____ |
| X. COMMUNICATIONS/PUBLIC RELATIONS | | | | | | | | |
| 104. | The gifted and talented program conducts business in a manner that inspires public confidence. | | | | | | _____ | _____ |
| 105. | The program administration provides the general public with accurate reports on its performance. | | | | | | _____ | _____ |
| 106. | Important information relevant to the program and/or its students is provided in a timely and intelligible fashion to parents, staff and students. | | | | | | _____ | _____ |
| 107. | Parents are told about student successes. | | | | | | _____ | _____ |
| 108. | The principals work to gain community support for the gifted and talented program. | | | | | | _____ | _____ |
| 109. | The principals provide the community with information about the effectiveness of the program. | | | | | | _____ | _____ |
| 110. | Achievement results are shared with parents. | | | | | | _____ | _____ |

APPENDIX A

| | ? | 1 | 2 | 3 | 4 | 5 | | |
|---|-------------------|------------------|--------------------------|----------------------------|--------------------------------|------------------------------|-----------------|--------------------|
| | Do not know | Not at all | To a slight extent | To a moderate extent | To a fairly large extent | To a very large extent | | |
| | | | | | | | Should Exist | Actually Exists |
| 111. Achievement results are shared with students. | | | | | | | _____ | _____ |
| 112. The student progress reporting procedure gives parents a clear understanding of their child's progress. | | | | | | | _____ | _____ |
| 113. The principals serve as a communication link between the Board, the parents, and the community concerning the program. | | | | | | | _____ | _____ |

APPENDIX A

SECONDARY PARENTS (SP) A NEEDS ASSESSMENT OF THE GIFTED AND TALENTED PROGRAM

© 1987

Saginaw Public Schools

Instrument Code _____

This questionnaire has been developed in order to get reactions from teachers, administrators, students and parents about: 1) the way the gifted and talented program is currently operating, and 2) the way it should operate in the future. Thus, the goal of this survey is to obtain district-wide data about the general operation of the gifted and talented program for future planning purposes.

The statements included in the survey relate to the gifted and talented program's services as provided by the school district. In some cases, you may not have complete information about a statement, or you may feel that some statements are less important to you than others. However, please respond to the statements in either of two ways--a) as a member of your school unit (building, department, etc.) or b) as a member of the broader public with feelings, perceptions and beliefs relating to this program. In other words, your reactions in certain areas may not result from direct involvement or knowledge but these reactions are still valid and should be noted.

For example, you will find statements like this: "Gifted and talented program teachers know how their instructional objectives fit with the regular curriculum." You may not know have knowledge about all the program's teachers, but you may have knowledge of some of them. Therefore, you can respond to this statement on the basis of the knowledge you have. If you have no information at all about an item, simply mark your response "Do not know."

Your input is vitally important if this survey is to have any meaningful bearing on the plans and operations of the gifted and talented program. Questionnaires have been sent to administrators, program teachers, the students in the program and their parents. Please take the time to provide the administration and the school board with a sincere assessment of the needs of the program from your viewpoint.

APPENDIX A

INSTRUCTIONS

Each item on this questionnaire makes a statement about the gifted and talented program. Please read each statement carefully. You are being asked to respond, as follows:

- (A) In your opinion, to what extent should the stated condition exist?
- (B) From your knowledge, to what extent does the stated condition actually exist?

| | | | | | | |
|-----------------------|-------------------|------------------|--------------------------|----------------------------|--------------------------------|------------------------------|
| A) Should Exist | ? | 1 | 2 | 3 | 4 | 5 |
| | Do not know | Not at all | To a slight extent | To a moderate extent | To a fairly large extent | To a very large extent |
| 3) Actually Exists | ? | 1 | 2 | 3 | 4 | 5 |

| | |
|-----------------|--------------------|
| Should Exist | Actually Exists |
|-----------------|--------------------|

EXAMPLE: The gifted and talented program
does a good job of teaching basic
safety skills.

| | |
|----------|----------|
| <u>5</u> | <u>3</u> |
|----------|----------|

Be sure to write a response to both "should exist" and "actually exists" for each statement. Use "?" only if you feel you do not have any information allowing you to make a judgment. Thank you for your cooperation.

The following is a more detailed explanation of the above responses.

SHOULD EXIST

- ? Do not know the extent to which the stated condition should exist.
- 1 Stated condition should not exist at all.
- 2 Stated condition should exist to a slight extent.
- 3 Stated condition should exist to a moderate extent.
- 4 Stated condition should exist to a fairly large extent.
- 5 Stated condition should exist to a very large extent.

ACTUALLY EXISTS

- ? Do not know the extent to which the stated condition exists.
- 1 Stated condition does not exist at all.
- 2 Stated condition exists to a slight extent.
- 3 Stated condition exists to a moderate extent.
- 4 Stated condition exists to a fairly large extent.
- 5 Stated condition exists to a very large extent.

APPENDIX A

| | ? | 1 | 2 | 3 | 4 | 5 | | |
|--|--|------------------|--------------------------|----------------------------|--------------------------------|------------------------------|-----------------|--------------------|
| | Do not know | Not at all | To a slight extent | To a moderate extent | To a fairly large extent | To a very large extent | | |
| | | | | | | | Should Exist | Actually Exists |
| I. GENERAL ADMINISTRATION | | | | | | | | |
| 1. | Planning is a continuous process in the gifted and talented program. | | | | | | _____ | _____ |
| 2. | The program's budget allows for allocation of resources to achieve high priority objectives. | | | | | | _____ | _____ |
| 3. | Research findings are used in planning and improving educational programs. | | | | | | _____ | _____ |
| 4. | Instructional program evaluation is accomplished by comparing actual results with the goals and objectives of the program. | | | | | | _____ | _____ |
| 5. | Program improvement efforts are periodically reviewed; progress is noted and the improvement focus is renewed and redirected. | | | | | | _____ | _____ |
| 6. | Test results, grade reports, attendance records and other methods are used to spot potential problems. | | | | | | _____ | _____ |
| 7. | Students are well served by a gifted and talented program situated in one location. | | | | | | _____ | _____ |
| 8. | The school buildings provide a safe environment for staff and students. | | | | | | _____ | _____ |
| 9. | Assessment results are used by teachers for instructional diagnosis and to evaluate their own teaching methods and check student progress. | | | | | | _____ | _____ |
| 10. | The major goals of the gifted and talented program are set with respect to the students' needs. | | | | | | _____ | _____ |
| II. IDENTIFICATION OF GIFTED/TALENTED STUDENTS | | | | | | | | |
| 11. | Students are nominated through a variety of sources including, parent, teacher, administrator, and test score referrals. | | | | | | _____ | _____ |
| 12. | The identification of gifted and talented students is an ongoing process, not an annual event. | | | | | | _____ | _____ |
| 13. | Identification occurs as early in the students' lives as is possible. | | | | | | _____ | _____ |

APPENDIX A

| | ? | 1 | 2 | 3 | 4 | 5 | | |
|-----|--|------------------|--------------------------|----------------------------|--------------------------------|------------------------------|-----------------|--------------------|
| | Do not know | Not at all | To a slight extent | To a moderate extent | To a fairly large extent | To a very large extent | | |
| | | | | | | | Should Exist | Actually Exists |
| 14. | The identification process includes measures of student motivation, interests, and maturity. | | | | | | _____ | _____ |
| 15. | Emphasis is given to identifying gifted/talented students in culturally disadvantaged groups. | | | | | | _____ | _____ |
| 16. | All the teachers in the district participate in inservices on how to identify gifted/talented students. | | | | | | _____ | _____ |
| 17. | The currently used method of identifying gifted and talented students adequately identifies those students who would most benefit from participation in the gifted and talented program. | | | | | | _____ | _____ |
| 18. | The currently used method of identifying gifted/talented students adequately screens out those students who should not participate in the gifted and talented program. | | | | | | _____ | _____ |

III. CULTURALLY DEPRIVED STUDENTS

| | | | | | | | | |
|-----|--|--|--|--|--|--|-------|-------|
| 19. | Female students are offered chances to consider careers in math and science fields. | | | | | | _____ | _____ |
| 20. | Students are counseled toward all careers in which they have an interest, regardless of how disproportionate in minority representation a career might be. | | | | | | _____ | _____ |
| 21. | Female and minority students are provided with positive role models in many varying careers. | | | | | | _____ | _____ |
| 22. | Teachers treat minority and female students with regard to their aptitudes and abilities, not with regard to stereotyped images. | | | | | | _____ | _____ |
| 23. | Math and science teachers encourage attendance and participation by female students in their classes. | | | | | | _____ | _____ |
| 24. | Examples and methods of teaching used in the classroom relate to minority and/or female perspectives as well as to majority perspectives. | | | | | | _____ | _____ |

APPENDIX A

| | ? | 1 | 2 | 3 | 4 | 5 | | |
|---|--|------------------|--------------------------|----------------------------|--------------------------------|------------------------------|-----------------|--------------------|
| | Do not know | Not at all | To a slight extent | To a moderate extent | To a fairly large extent | To a very large extent | | |
| | | | | | | | Should Exist | Actually Exists |
| IV. EDUCATIONAL PROGRAMS - SECONDARY | | | | | | | | |
| 25. | A value system emphasizing achievement is shared by the gifted and talented staff, students and parents/community. | | | | | | _____ | _____ |
| 26. | Learning goals and objectives are clearly defined. | | | | | | _____ | _____ |
| 27. | Secondary students benefit from spending a half day with their same age peers. | | | | | | _____ | _____ |
| 28. | The public is satisfied with achievement at the Center for the Arts and Sciences. | | | | | | _____ | _____ |
| 29. | The courses of instruction are modified frequently to keep them current. | | | | | | _____ | _____ |
| 30. | The course work illustrates the inter-relatedness of the various disciplines. | | | | | | _____ | _____ |
| 31. | The schedules and/or courses allow for students who are working in different disciplines to work together to see what their respective areas have in common. | | | | | | _____ | _____ |
| 32. | Many of the courses provide "hands on" experience. | | | | | | _____ | _____ |
| 33. | Special attention is focused on building good continuity across grade levels and programs. | | | | | | _____ | _____ |
| 34. | Provisions are outlined for coordination between teachers in the Center and in the home school classrooms. | | | | | | _____ | _____ |
| 35. | Collaborative curriculum planning and decision making are typical. | | | | | | _____ | _____ |
| 36. | Students attend the Center to take courses in subjects at a more advanced level than is offered at their home school. | | | | | | _____ | _____ |
| 37. | The Honors programs in the high schools do a sufficient job of providing advanced course work to gifted students. | | | | | | _____ | _____ |
| 38. | Information on drug education at the Center is offered at the appropriate level. | | | | | | _____ | _____ |
| 39. | Student achievement levels assist in future curricular planning. | | | | | | _____ | _____ |

APPENDIX A

| | ? | 1 | 2 | 3 | 4 | 5. | | |
|--|--|------------------|--------------------------|----------------------------|--------------------------------|------------------------------|-----------------|--------------------|
| | Do not know | Not at all | To a slight extent | To a moderate extent | To a fairly large extent | To a very large extent | Should Exist | Actually Exists |
| 40. | Curricular plans on a given topic allow students to select a sub- topic for in-depth, independent study. | | | | | | _____ | _____ |
| 41. | Teachers at the Center integrate basic and higher level thinking skills into the curriculum. | | | | | | _____ | _____ |
| 42. | The course work helps to develop students' skills in research methods. | | | | | | _____ | _____ |
| 43. | Learning activities at the Center take place at a more appropriate pace than in the home school classroom. | | | | | | _____ | _____ |
| V. PERSONAL DEVELOPMENT OF THE STUDENT | | | | | | | | |
| 44. | Students have opportunities to practice leadership skills. | | | | | | _____ | _____ |
| 45. | The program teaches students problem solving techniques. | | | | | | _____ | _____ |
| 46. | Students have opportunities to work with other students of similar and dissimilar abilities and interests. | | | | | | _____ | _____ |
| 47. | Students are encouraged and assisted in developing career plans. | | | | | | _____ | _____ |
| 48. | The visual and performing art classes at the Center have career establishing components as do academic courses. | | | | | | _____ | _____ |
| 49. | Helping the student to explore career possibilities is an important part of the school program. | | | | | | _____ | _____ |
| 50. | Students are expected to complete their work and meet recognized standards of quality. | | | | | | _____ | _____ |
| 51. | Students have the opportunity to develop a sense of responsibility and self-reliance. | | | | | | _____ | _____ |
| 52. | Students are encouraged to be independent thinkers. | | | | | | _____ | _____ |
| 53. | The gifted and talented program tries to develop an appreciation of learning in each student. | | | | | | _____ | _____ |
| 54. | Students are encouraged to be concerned for other people and their personal property. | | | | | | _____ | _____ |

APPENDIX A

| | ? | 1 | 2 | 3 | 4 | 5 | | |
|---------------------------------|---|------------------|--------------------------|----------------------------|--------------------------------|------------------------------|-----------------|--------------------|
| | Do not know | Not at all | To a slight extent | To a moderate extent | To a fairly large extent | To a very large extent | | |
| | | | | | | | Should Exist | Actually Exists |
| 55. | The program provides students with exposure to a variety of fields of study. | | | | | | _____ | _____ |
| 56. | The gifted and talented program encourages students to recognize and realize their aptitudes, abilities, interests, and needs. | | | | | | _____ | _____ |
| 57. | The program encourages students to establish and pursue challenging goals. | | | | | | _____ | _____ |
| 58. | The program fosters the development of logical and convergent thinking in the students. | | | | | | _____ | _____ |
| 59. | The gifted and talented program encourages the development of problem solving through complex and abstract thinking in the students. | | | | | | _____ | _____ |
| 60. | The gifted and talented program fosters the development of independent (self-directed) study skills and academic self-discipline in the students. | | | | | | _____ | _____ |
| VI. CLASSROOM MANAGEMENT | | | | | | | | |
| 61. | Parents are notified of discipline problems. | | | | | | _____ | _____ |
| 62. | Administrators support teachers in student discipline matters. | | | | | | _____ | _____ |
| 63. | The Center and Handley have good discipline. | | | | | | _____ | _____ |
| 64. | Teachers motivate students by using rewards rather than punishments. | | | | | | _____ | _____ |
| 65. | Students are aware of classroom rules. | | | | | | _____ | _____ |
| 66. | A secure, attractive environment is provided where the emphasis is on achievement. | | | | | | _____ | _____ |
| 67. | An orderly, productive working atmosphere is generally maintained and time spent on classroom management is minimal. | | | | | | _____ | _____ |

APPENDIX A

| | ? | 1 | 2 | 3 | 4 | 5 | | |
|--|---|------------------|--------------------------|----------------------------|----------------------------------|------------------------------|-----------------|--------------------|
| | Do not know | Not at all | To a slight extent | To a moderate extent | To a fairly large extent . | To a very large extent | | |
| | | | | | | | Should Exist | Actually Exists |
| VII. PARENTAL INVOLVEMENT AND COMMITMENT | | | | | | | | |
| 68. | Procedures for parental involvement in the program are clearly communicated to parents and used consistently. | | | | | | _____ | _____ |
| 69. | Parents have options for becoming involved in activities that support the gifted and talented instructional program. | | | | | | _____ | _____ |
| 70. | The program's staff members provide parents with information and techniques for helping students develop their giftedness or talents. | | | | | | _____ | _____ |
| 71. | There is frequent two-way communication between parents and the gifted and talented program's staff. | | | | | | _____ | _____ |
| 72. | Parents are aware of their responsibilities for helping students develop their giftedness or talents. | | | | | | _____ | _____ |
| 73. | Parents realize the vocational value of all of the gifted and talented program's courses. | | | | | | _____ | _____ |
| 74. | Parents of gifted and talented students support the program. | | | | | | _____ | _____ |
| 75. | Parents who supported their children's involvement in the Center at the junior high level also support it as strongly at the senior high level. | | | | | | _____ | _____ |
| 76. | Teachers encourage parents to keep track of student progress. | | | | | | _____ | _____ |
| 77. | Most parents are aware of the gifted and talented program goals. | | | | | | _____ | _____ |
| 78. | Encouraging parental involvement is an integral part of the program's plans. | | | | | | _____ | _____ |
| VIII. AUXILIARY SUPPORT AND STAFF | | | | | | | | |
| 79. | Effective guidance and counseling are readily available to each student in the gifted and talented program. | | | | | | _____ | _____ |
| 80. | The gifted and talented program's guidance program helps students acquire an understanding of vocational trends. | | | | | | _____ | _____ |

APPENDIX A

| | ? | 1 | 2 | 3 | 4 | 5 | | |
|-----|--|------------------|--------------------------|----------------------------|--------------------------------|------------------------------|-----------------|--------------------|
| | Do not know | Not at all | To a slight extent | To a moderate extent | To a fairly large extent | To a very large extent | Should Exist | Actually Exists |
| 81. | Helping the student to explore career possibilities is an important part of the total gifted and talented program. | | | | | | _____ | _____ |
| 82. | The guidance program helps students to realize the connection between their course work and their career goals. | | | | | | _____ | _____ |
| 83. | The librarians at the Center and Handley ask for teacher suggestions when selecting new materials for the library. | | | | | | _____ | _____ |
| 84. | The library personnel keep the building staff up-to-date regarding available materials. | | | | | | _____ | _____ |
| 85. | Materials found in the library are appropriate to the students served. | | | | | | _____ | _____ |
| 86. | Audio visual materials are available for classroom use. | | | | | | _____ | _____ |
| 87. | Adequate time in the library is provided to students to select materials. | | | | | | _____ | _____ |
| 88. | The library collection adequately serves the needs of staff and students. | | | | | | _____ | _____ |

IX. LEADERSHIP BY PRINCIPAL

| | | | | | | | | |
|-----|---|--|--|--|--|--|-------|-------|
| 89. | The principals at the Center and at Handley believe that all students can learn. | | | | | | _____ | _____ |
| 90. | The principals have a clear understanding of the program's goals and are able to clearly articulate them. | | | | | | _____ | _____ |
| 91. | The principals are the instructional leaders. | | | | | | _____ | _____ |
| 92. | The principals make frequent classroom observations to monitor instruction. | | | | | | _____ | _____ |
| 93. | The principals initiate organized and systematic improvement procedures. | | | | | | _____ | _____ |
| 94. | The principals promote methods that are known to create effective schools. | | | | | | _____ | _____ |
| 95. | The principals carefully monitor new practices. | | | | | | _____ | _____ |

APPENDIX A

| | ? | 1 | 2 | 3 | 4 | 5 | | |
|---------------------------------|---|------------------|--------------------------|----------------------------|--------------------------------|------------------------------|-----------------|--------------------|
| | Do not know | Not at all | To a slight extent | To a moderate extent | To a fairly large extent | To a very large extent | | |
| | | | | | | | Should Exist | Actually Exists |
| 96. | The gifted and talented principals are viewed by teachers as having relevant instructional expertise as well as management skills. | | | | | | _____ | _____ |
| 97. | The principals actively encourage comprehensive programs including multiple methods of identification, staff development, program evaluation and revision, and support system such as counseling. | | | | | | _____ | _____ |
| 98. | The principals use principles of supervision and feedback to communicate with teachers regarding their instructional methods in gifted/talented programs. | | | | | | _____ | _____ |
| 99. | The principals are active partners in long- and short-range planning. | | | | | | _____ | _____ |
| 100. | The principals provide an encouraging climate for innovation and exploration by teachers and students. | | | | | | _____ | _____ |
| 101. | The principals use suggestions from their staff, teachers, and from the community-at-large to assist in planning and decision making. | | | | | | _____ | _____ |
| COMMUNICATIONS/PUBLIC RELATIONS | | | | | | | | |
| 102. | The gifted and talented program conducts business in a manner that inspires public confidence. | | | | | | _____ | _____ |
| 103. | The program administration provides the general public with accurate reports on its performance. | | | | | | _____ | _____ |
| 104. | Important information relevant to the program and/or its students is provided in a timely and intelligible fashion to parents, staff and students. | | | | | | _____ | _____ |
| 105. | Parents are told about student successes. | | | | | | _____ | _____ |
| 106. | The principals work to gain community support for the gifted and talented program. | | | | | | _____ | _____ |
| 107. | The principals provide the community with information about the effectiveness of the program. | | | | | | _____ | _____ |
| 108. | Achievement results are shared with parents. | | | | | | _____ | _____ |

APPENDIX A

| | ? | 1 | 2 | 3 | 4 | 5 | | |
|------|--|------------------|--------------------------|----------------------------|--------------------------------|------------------------------|-----------------|--------------------|
| | Do not know | Not at all | To a slight extent | To a moderate extent | To a fairly large extent | To a very large extent | | |
| | | | | | | | Should Exist | Actually Exists |
| 109. | Achievement results are shared with students. | | | | | | _____ | _____ |
| 110. | The student progress reporting procedure gives parents a clear understanding of their child's progress. | | | | | | _____ | _____ |
| 111. | The principals serve as a communication link between the Board, the parents, and the community concerning the program. | | | | | | _____ | _____ |

APPENDIX A

SECONDARY STUDENTS (SS) A NEEDS ASSESSMENT OF THE GIFTED AND TALENTED PROGRAM

© 1987

Saginaw Public Schools

Instrument Code _____

This questionnaire has been developed in order to get reactions from teachers, administrators, students and parents about: 1) the way the gifted and talented program is currently operating, and 2) the way it should operate in the future. Thus, the goal of this survey is to obtain district-wide data about the general operation of the gifted and talented program for future planning purposes.

The statements included in the survey relate to the gifted and talented program's services as provided by the school district. In some cases, you may not have complete information about a statement, or you may feel that some statements are less important to you than others. However, please respond to the statements in either of two ways--a) as a member of your school unit (building, department, etc.) or b) as a member of the broader public with feelings, perceptions and beliefs relating to this program. In other words, your reactions in certain areas may not result from direct involvement or knowledge but these reactions are still valid and should be noted.

For example, you will find statements like this: "Gifted and talented program teachers know how their instructional objectives fit with the regular curriculum." You may not know have knowledge about all the program's teachers, but you may have knowledge of some of them. Therefore, you can respond to this statement on the basis of the knowledge you have. If you have no information at all about an item, simply mark your response "Do not know."

Your input is vitally important if this survey is to have any meaningful bearing on the plans and operations of the gifted and talented program. Questionnaires have been sent to administrators, program teachers, the students in the program and their parents. Please take the time to provide the administration and the school board with a sincere assessment of the needs of the program from your viewpoint.

APPENDIX A

INSTRUCTIONS

Each item on this questionnaire makes a statement about the gifted and talented program. Please read each statement carefully. You are being asked to respond, as follows:

- (A) In your opinion, to what extent should the stated condition exist?
- (B) From your knowledge, to what extent does the stated condition actually exist?

| | | | | | | |
|--------------------|-------------|------------|--------------------|----------------------|--------------------------|------------------------|
| A) Should Exist | ? | 1 | 2 | 3 | 4 | 5 |
| | Do not know | Not at all | To a slight extent | To a moderate extent | To a fairly large extent | To a very large extent |
| B) Actually Exists | ? | 1 | 2 | 3 | 4 | 5 |

| | | |
|--|--------------|-----------------|
| | Should Exist | Actually Exists |
| EXAMPLE: The gifted and talented program does a good job of teaching basic safety skills. | <u>5</u> | <u>3</u> |

Be sure to write a response to both "should exist" and "actually exists" for each statement. Use "?" only if you feel you do not have any information allowing you to make a judgment. Thank you for your cooperation.

The following is a more detailed explanation of the above responses.

| SHOULD EXIST | ACTUALLY EXISTS |
|--|--|
| ? Do not know the extent to which the stated condition should exist. | ? Do not know the extent to which the stated condition exists. |
| 1 Stated condition should not exist at all. | 1 Stated condition does not exist at all. |
| 2 Stated condition should exist to a slight extent. | 2 Stated condition exists to a slight extent. |
| 3 Stated condition should exist to a moderate extent. | 3 Stated condition exists to a moderate extent. |
| 4 Stated condition should exist to a fairly large extent. | 4 Stated condition exists to a fairly large extent. |
| 5 Stated condition should exist to a very large extent. | 5 Stated condition exists to a very large extent. |

APPENDIX A

| | ? | 1 | 2 | 3 | 4 | 5 | | |
|--|--|------------------|--------------------------|----------------------------|--------------------------------|------------------------------|-----------------|--------------------|
| | Do not know | Not at all | To a slight extent | To a moderate extent | To a fairly large extent | To a very large extent | | |
| | | | | | | | Should Exist | Actually Exists |
| I. IDENTIFICATION OF GIFTED/TALENTED STUDENTS | | | | | | | | |
| 1. | Students are nominated through a variety of sources including, parent, teacher, administrator, and test score referrals. | | | | | | _____ | _____ |
| 2. | The identification of gifted and talented students is an ongoing process, not an annual event. | | | | | | _____ | _____ |
| 3. | Identification occurs as early in the students' lives as is possible. | | | | | | _____ | _____ |
| 4. | The identification process includes measures of student motivation, interests, and maturity. | | | | | | _____ | _____ |
| 5. | Emphasis is given to identifying gifted/talented students in culturally disadvantaged groups. | | | | | | _____ | _____ |
| 6. | All the teachers in the district participate in inservices on how to identify gifted/talented students. | | | | | | _____ | _____ |
| 7. | The currently used method of identifying gifted and talented students adequately identifies those students who would most benefit from participation in the gifted and talented program. | | | | | | _____ | _____ |
| 8. | The currently used method of identifying gifted/talented students adequately screens out those students who should not participate in the gifted and talented program. | | | | | | _____ | _____ |
| II. CULTURALLY DEPRIVED STUDENTS | | | | | | | | |
| 9. | Female students are offered chances to consider careers in math and science fields. | | | | | | _____ | _____ |
| 10. | Students are counseled toward all careers in which they have an interest, regardless of how disproportionate in minority representatives a career might be. | | | | | | _____ | _____ |
| 11. | Female and minority students are provided with positive role models in many varying careers. | | | | | | _____ | _____ |
| 12. | Teachers treat minority and female students with regard to their aptitudes and abilities, not with regard to stereotyped images. | | | | | | _____ | _____ |

APPENDIX A

| | ? | 1 | 2 | 3 | 4 | 5 | | |
|-----|---|------------------|--------------------------|----------------------------|--------------------------------|------------------------------|-----------------|--------------------|
| | Do not know | Not at all | To a slight extent | To a moderate extent | To a fairly large extent | To a very large extent | | |
| | | | | | | | Should Exist | Actually Exists |
| 13. | Math and science teachers encourage attendance and participation by female students in their classes. | | | | | | _____ | _____ |
| 14. | Examples and methods of teaching used in the classroom relate to minority and/or female perspectives as well as to majority perspectives. | | | | | | _____ | _____ |

III. EDUCATIONAL PROGRAMS - SECONDARY

| | | | | | | | | |
|-----|--|--|--|--|--|--|-------|-------|
| 15. | A value system emphasizing achievement is shared by the gifted and talented staff, students and parents/community. | | | | | | _____ | _____ |
| 16. | Learning goals and objectives are clearly defined. | | | | | | _____ | _____ |
| 17. | Secondary students benefit from spending a half day with their same age peers. | | | | | | _____ | _____ |
| 18. | The public is satisfied with achievement at the Center for the Arts and Sciences. | | | | | | _____ | _____ |
| 19. | The courses of instruction are modified frequently to keep them current. | | | | | | _____ | _____ |
| 20. | The course work illustrates the inter-relatedness of the various disciplines. | | | | | | _____ | _____ |
| 21. | The schedules and/or courses allow for students who are working in different disciplines to work together to see what their respective areas have in common. | | | | | | _____ | _____ |
| 22. | Many of the courses provide "hands on" experience. | | | | | | _____ | _____ |
| 23. | Special attention is focused on building good continuity across grade levels and programs. | | | | | | _____ | _____ |
| 24. | Provisions are outlined for coordination between teachers in the Center and in the home school classrooms. | | | | | | _____ | _____ |
| 25. | Collaborative curriculum planning and decision making are typical. | | | | | | _____ | _____ |
| 26. | Students attend the Center to take courses in subjects at a more advanced level than is offered at their home school. | | | | | | _____ | _____ |

APPENDIX A

| | ? | 1 | 2 | 3 | 4 | 5 | | |
|---|--|------------------|--------------------------|----------------------------|--------------------------------|------------------------------|-----------------|--------------------|
| | Do not know | Not at all | To a slight extent | To a moderate extent | To a fairly large extent | To a very large extent | | |
| | | | | | | | Should Exist | Actually Exists |
| 27. | The Honors' programs in the high schools do a sufficient job of providing advanced course work to gifted students. | | | | | | _____ | _____ |
| 28. | Information on drug education at the Center is offered at the appropriate level. | | | | | | _____ | _____ |
| 29. | Student achievement levels assist in future curricular planning. | | | | | | _____ | _____ |
| 30. | Curricular plans on a given topic allow students to select a sub-topic for in-depth, independent study. | | | | | | _____ | _____ |
| 31. | Teachers at the Center integrate basic and higher level thinking skills into the curriculum. | | | | | | _____ | _____ |
| 32. | The course work helps to develop students' skills in research methods. | | | | | | _____ | _____ |
| 33. | Learning activities at the Center take place at a more appropriate pace than in the home school classroom. | | | | | | _____ | _____ |
| IV. PERSONAL DEVELOPMENT OF THE STUDENT | | | | | | | | |
| 34. | Students have opportunities to practice leadership skills. | | | | | | _____ | _____ |
| 35. | The program teaches students problem solving techniques. | | | | | | _____ | _____ |
| 36. | Students have opportunities to work with other students of similar and dissimilar abilities and interests. | | | | | | _____ | _____ |
| 37. | Students are encouraged and assisted in developing career plans. | | | | | | _____ | _____ |
| 38. | The visual and performing art classes at the Center have career establishing components as do academic courses. | | | | | | _____ | _____ |
| 39. | Helping the student to explore career possibilities is an important part of the school program. | | | | | | _____ | _____ |
| 40. | Students are expected to complete their work and meet recognized standards of quality. | | | | | | _____ | _____ |
| 41. | Students have the opportunity to develop a sense of responsibility and self-reliance. | | | | | | _____ | _____ |

APPENDIX A

| | ? | 1 | 2 | 3 | 4 | 5 | | |
|-----|---|------------------|--------------------------|----------------------------|--------------------------------|------------------------------|-----------------|--------------------|
| | Do not know | Not at all | To a slight extent | To a moderate extent | To a fairly large extent | To a very large extent | | |
| | | | | | | | Should Exist | Actually Exists |
| 42. | Students are encouraged to be independent thinkers. | | | | | | _____ | _____ |
| 43. | The gifted and talented program tries to develop an appreciation of learning in each student. | | | | | | _____ | _____ |
| 44. | Students are encouraged to be concerned for other people and their personal property. | | | | | | _____ | _____ |
| 45. | The program provides students with exposure to a variety of fields of study. | | | | | | _____ | _____ |
| 46. | The gifted and talented program encourages students to recognize and realize their aptitudes, abilities, interests, and needs. | | | | | | _____ | _____ |
| 47. | The program encourages students to establish and pursue challenging goals. | | | | | | _____ | _____ |
| 48. | The program fosters the development of logical and convergent thinking in the students. | | | | | | _____ | _____ |
| 49. | The gifted and talented program encourages the development of problem solving through complex and abstract thinking in the students. | | | | | | _____ | _____ |
| 50. | The gifted and talented program fosters the development of independent (self-directed) study skills and academic self-discipline in the students. | | | | | | _____ | _____ |

V. CLASSROOM MANAGEMENT

| | | | |
|-----|--|-------|-------|
| 51. | Parents are notified of discipline problems. | _____ | _____ |
| 52. | Administrators support teachers in student discipline matters. | _____ | _____ |
| 53. | The Center and Handley have good discipline. | _____ | _____ |
| 54. | Teachers motivate students by using rewards rather than punishments. | _____ | _____ |
| 55. | Students are aware of classroom rules. | _____ | _____ |
| 56. | A secure, attractive environment is provided where the emphasis is on achievement. | _____ | _____ |

APPENDIX A

| | ? | 1 | 2 | 3 | 4 | 5 | | |
|--|-------------------|------------------|--------------------------|----------------------------|--------------------------------|------------------------------|-----------------|--------------------|
| | Do not know | Not at all | To a slight extent | To a moderate extent | To a fairly large extent | To a very large extent | | |
| | | | | | | | Should Exist | Actually Exists |
| 57. An orderly, productive working atmosphere is generally maintained and time spent on classroom management is minimal. | | | | | | | _____ | _____ |
| VI. TEACHER VALUES AND APPROACHES | | | | | | | | |
| 58. Program teachers focus student attention on lesson objectives by stating them plainly and referring to them frequently. | | | | | | | _____ | _____ |
| 59. Teachers set and maintain a brisk instructional pace. | | | | | | | _____ | _____ |
| 60. Teachers communicate effectively. | | | | | | | _____ | _____ |
| 61. Teachers explain and demonstrate rather than just assign seat work. | | | | | | | _____ | _____ |
| 62. Teachers emphasize active student participation in their classes. | | | | | | | _____ | _____ |
| 63. Teachers teach at the correct level of difficulty to promote student learning. | | | | | | | _____ | _____ |
| 64. Teachers work on accomplishing the instructional goals and objectives with students. | | | | | | | _____ | _____ |
| 65. Teachers know which skills are of highest priority and the pre-requisites needed by students to learn the skills. | | | | | | | _____ | _____ |
| 66. Learning tasks are matched to lesson content so student success rate is high. | | | | | | | _____ | _____ |
| 67. Regular, focused reviews of key concepts and skills check on and strengthen student retention. | | | | | | | _____ | _____ |
| 68. Feedback from instructional observations emphasizes improving instruction and boosting student achievement. | | | | | | | _____ | _____ |
| 69. Feedback to students is tied to learning objectives. | | | | | | | _____ | _____ |
| 70. To check understanding, teachers ask clear, open-ended questions and make sure all students have a good chance to respond. | | | | | | | _____ | _____ |
| 71. Classroom routines are smooth and efficient. | | | | | | | _____ | _____ |

APPENDIX A

| | ? | 1 | 2 | 3 | 4 | 5 | | |
|--|-------------------|------------------|--------------------------|----------------------------|--------------------------------|------------------------------|-----------------|--------------------|
| | Do not know | Not at all | To a slight extent | To a moderate extent | To a fairly large extent | To a very large extent | | |
| | | | | | | | Should Exist | Actually Exists |
| 72. Teachers have assignments or activities ready when students arrive. | | | | | | | _____ | _____ |
| 73. Very little time is spent on non-learning activities. | | | | | | | _____ | _____ |
| 74. Teachers know curriculum policies and priorities. | | | | | | | _____ | _____ |
| 75. Teachers are responsive to the student's point of view. | | | | | | | _____ | _____ |
| 76. Teachers are competent in student counseling services. | | | | | | | _____ | _____ |
| 77. Teachers function more like facilitators than directors in their approaches to the students' course work. | | | | | | | _____ | _____ |
| VII. AUXILIARY SUPPORT AND STAFF | | | | | | | | |
| 78. Effective guidance and counseling are readily available to each student in the gifted and talented program. | | | | | | | _____ | _____ |
| 79. The gifted and talented program's guidance program helps students acquire an understanding of vocational trends. | | | | | | | _____ | _____ |
| 80. Helping the student to explore career possibilities is an important part of the total gifted and talented program. | | | | | | | _____ | _____ |
| 81. The guidance program helps students to realize the connection between their course work and their career goals. | | | | | | | _____ | _____ |
| 82. The librarians at the Center and Handley ask for teacher suggestions when selecting new materials for the library. | | | | | | | _____ | _____ |
| 83. The library personnel keep the building staff up-to-date regarding available materials. | | | | | | | _____ | _____ |
| 84. Materials found in the library are appropriate to the students served. | | | | | | | _____ | _____ |
| 85. Audio visual materials are available for classroom use. | | | | | | | _____ | _____ |
| 86. Adequate time in the library is provided to students to select materials. | | | | | | | _____ | _____ |
| 87. The library collection adequately serves the needs of staff and students. | | | | | | | _____ | _____ |

APPENDIX A

SECONDARY PROFESSIONAL STAFF (SPS) A NEEDS ASSESSMENT OF THE GIFTED AND TALENTED PROGRAM

©1987

Saginaw Public Schools

Instrument Code _____

This questionnaire has been developed in order to get reactions from teachers, administrators, students and parents about: 1) the way the gifted and talented program is currently operating, and 2) the way it should operate in the future. Thus, the goal of this survey is to obtain district-wide data about the general operation of the gifted and talented program for future planning purposes.

The statements included in the survey relate to the gifted and talented program's services as provided by the school district. In some cases, you may not have complete information about a statement, or you may feel that some statements are less important to you than others. However, please respond to the statements in either of two ways--a) as a member of your school unit (building, department, etc.) or b) as a member of the broader public with feelings, perceptions and beliefs relating to this program. In other words, your reactions in certain areas may not result from direct involvement or knowledge but these reactions are still valid and should be noted.

For example, you will find statements like this: "Gifted and talented program teachers know how their instructional objectives fit with the regular curriculum." You may not know have knowledge about all the program's teachers, but you may have knowledge of some of them. Therefore, you can respond to this statement on the basis of the knowledge you have. If you have no information at all about an item, simply mark your response "Do not know."

Your input is vitally important if this survey is to have any meaningful bearing on the plans and operations of the gifted and talented program. Questionnaires have been sent to administrators, program teachers, the students in the program and their parents. Please take the time to provide the administration and the school board with a sincere assessment of the needs of the program from your viewpoint.

APPENDIX A

INSTRUCTIONS

Each item on this questionnaire makes a statement about the gifted and talented program. Please read each statement carefully. You are being asked to respond, as follows:

- (A) In your opinion, to what extent should the stated condition exist?
- (B) From your knowledge, to what extent does the stated condition actually exist?

| | | | | | | |
|--------------------|-------------|------------|--------------------|----------------------|--------------------------|------------------------|
| A) Should Exist | ? | 1 | 2 | 3 | 4 | 5 |
| | Do not know | Not at all | To a slight extent | To a moderate extent | To a fairly large extent | To a very large extent |
| B) Actually Exists | ? | 1 | 2 | 3 | 4 | 5 |

| | |
|--------------|-----------------|
| Should Exist | Actually Exists |
|--------------|-----------------|

EXAMPLE: The gifted and talented program does a good job of teaching basic safety skills.

| | |
|----------|----------|
| <u>5</u> | <u>3</u> |
|----------|----------|

Be sure to write a response to both "should exist" and "actually exists" for each statement. Use "?" only if you feel you do not have any information allowing you to make a judgment. Thank you for your cooperation.

The following is a more detailed explanation of the above responses.

SHOULD EXIST

- ? Do not know the extent to which the stated condition should exist.
- 1 Stated condition should not exist at all.
- 2 Stated condition should exist to a slight extent.
- 3 Stated condition should exist to a moderate extent.
- 4 Stated condition should exist to a fairly large extent.
- 5 Stated condition should exist to a very large extent.

ACTUALLY EXISTS

- ? Do not know the extent to which the stated condition exists.
- 1 Stated condition does not exist at all.
- 2 Stated condition exists to a slight extent.
- 3 Stated condition exists to a moderate extent.
- 4 Stated condition exists to a fairly large extent.
- 5 Stated condition exists to a very large extent.

APPENDIX A

| | ? | 1 | 2 | 3 | 4 | 5 | | |
|---|-------------------|------------------|--------------------------|----------------------------|--------------------------------|------------------------------|-----------------|--------------------|
| | Do not know | Not at all | To a slight extent | To a moderate extent | To a fairly large extent | To a very large extent | Should Exist | Actually Exists |
| I. GENERAL ADMINISTRATION | | | | | | | | |
| 1. Planning is a continuous process in the gifted and talented program. | | | | | | | _____ | _____ |
| 2. The program's budget allows for allocation of resources to achieve high priority objectives. | | | | | | | _____ | _____ |
| 3. Research findings are used in planning and improving educational programs. | | | | | | | _____ | _____ |
| 4. Instructional program evaluation is accomplished by comparing actual results with the goals and objectives of the program. | | | | | | | _____ | _____ |
| 5. Program improvement efforts are periodically reviewed; progress is noted and the improvement focus is renewed and redirected. | | | | | | | _____ | _____ |
| 6. Test results, grade reports, attendance records and other methods are used to spot potential problems. | | | | | | | _____ | _____ |
| 7. Students are well served by a gifted and talented program situated in one location. | | | | | | | _____ | _____ |
| 8. The school buildings provide a safe environment for staff and students. | | | | | | | _____ | _____ |
| 9. Assessment results are used by teachers for instructional diagnosis and to evaluate their own teaching methods and check student progress. | | | | | | | _____ | _____ |
| 10. The major goals of the gifted and talented program are set with respect to the students' needs. | | | | | | | _____ | _____ |
| II. IDENTIFICATION OF GIFTED/TALENTED STUDENTS | | | | | | | | |
| 11. Students are nominated through a variety of sources including, parent, teacher, administrator, and test score referrals. | | | | | | | _____ | _____ |
| 12. The identification of gifted and talented students is an ongoing process, not an annual event. | | | | | | | _____ | _____ |
| 13. Identification occurs as early in the students' lives as is possible. | | | | | | | _____ | _____ |

APPENDIX A

| | ? | 1 | 2 | 3 | 4 | 5 | | |
|-----|--|------------------|--------------------------|----------------------------|--------------------------------|------------------------------|-----------------|--------------------|
| | Do not know | Not at all | To a slight extent | To a moderate extent | To a fairly large extent | To a very large extent | | |
| | | | | | | | Should Exist | Actually Exists |
| 14. | The identification process includes measures of student motivation, interests, and maturity. | | | | | | _____ | _____ |
| 15. | Emphasis is given to identifying gifted/talented students in culturally disadvantaged groups. | | | | | | _____ | _____ |
| 16. | All the teachers in the district participate in inservices on how to identify gifted/talented students. | | | | | | _____ | _____ |
| 17. | The currently used method of identifying gifted and talented students adequately identifies those students who would most benefit from participation in the gifted and talented program. | | | | | | _____ | _____ |
| 18. | The currently used method of identifying gifted/talented students adequately screens out those students who should not participate in the gifted and talented program. | | | | | | _____ | _____ |

III. CULTURALLY DEPRIVED STUDENTS

| | | | | | | | | |
|-----|---|--|--|--|--|--|-------|-------|
| 19. | Female students are offered chances to consider careers in math and science fields. | | | | | | _____ | _____ |
| 20. | Students are counseled toward all careers in which they have an interest, regardless of how disproportionate in minority representatives a career might be. | | | | | | _____ | _____ |
| 21. | Female and minority students are provided with positive role models in many varying careers. | | | | | | _____ | _____ |
| 22. | Teachers treat minority and female students with regard to their aptitudes and abilities, not with regard to stereotyped images. | | | | | | _____ | _____ |
| 23. | Math and science teachers encourage attendance and participation by female students in their classes. | | | | | | _____ | _____ |
| 24. | Examples and methods of teaching used in the classroom relate to minority and/or female perspectives as well as to majority perspectives. | | | | | | _____ | _____ |

APPENDIX A

| | ? | 1 | 2 | 3 | 4 | 5 | | |
|--|-------------------|------------------|--------------------------|----------------------------|--------------------------------|------------------------------|-----------------|--------------------|
| | Do not know | Not at all | To a slight extent | To a moderate extent | To a fairly large extent | To a very large extent | Should Exist | Actually Exists |
| IV. EDUCATIONAL PROGRAMS - SECONDARY | | | | | | | | |
| 25. A value system emphasizing achievement is shared by the gifted and talented staff, students and parents/community. | | | | | | | _____ | _____ |
| 26. Learning goals and objectives are clearly defined. | | | | | | | _____ | _____ |
| 27. Secondary students benefit from spending a half day with their same age peers. | | | | | | | _____ | _____ |
| 28. The public is satisfied with achievement at the Center for the Arts and Sciences. | | | | | | | _____ | _____ |
| 29. The courses of instruction are modified frequently to keep them current. | | | | | | | _____ | _____ |
| 30. The course work illustrates the inter-relatedness of the various disciplines. | | | | | | | _____ | _____ |
| 31. The schedules and/or courses allow for students who are working in different disciplines to work together to see what their respective areas have in common. | | | | | | | _____ | _____ |
| 32. Many of the courses provide "hands on" experience. | | | | | | | _____ | _____ |
| 33. Special attention is focused on building good continuity across grade levels and programs. | | | | | | | _____ | _____ |
| 34. Provisions are outlined for coordination between teachers in the Center and in the home school classrooms. | | | | | | | _____ | _____ |
| 35. Collaborative curriculum planning and decision making are typical. | | | | | | | _____ | _____ |
| 36. Students attend the Center to take courses in subjects at a more advanced level than is offered at their home school. | | | | | | | _____ | _____ |
| 37. The Honors' programs in the high schools do a sufficient job of providing advanced course work to gifted students. | | | | | | | _____ | _____ |
| 38. Information on drug education at the Center is offered at the appropriate level. | | | | | | | _____ | _____ |
| 39. Student achievement levels assist in future curricular planning. | | | | | | | _____ | _____ |

APPENDIX A

| | ? | 1 | 2 | 3 | 4 | 5 | | |
|--|--|------------------|--------------------------|----------------------------|--------------------------------|------------------------------|-----------------|--------------------|
| | Do not know | Not at all | To a slight extent | To a moderate extent | To a fairly large extent | To a very large extent | Should Exist | Actually Exists |
| 40. | Curricular plans on a given topic allow students to select a sub- topic for in-depth, independent study. | | | | | | _____ | _____ |
| 41. | Teachers at the Center integrate basic and higher level thinking skills into the curriculum. | | | | | | _____ | _____ |
| 42. | The course work helps to develop students' skills in research methods. | | | | | | _____ | _____ |
| 43. | Learning activities at the Center take place at a more appropriate pace than in the home school classroom. | | | | | | _____ | _____ |
| V. PERSONAL DEVELOPMENT OF THE STUDENT | | | | | | | | |
| 44. | Students have opportunities to practice leadership skills. | | | | | | _____ | _____ |
| 45. | The program teaches students problem solving techniques. | | | | | | _____ | _____ |
| 46. | Students have opportunities to work with other students of similar and dissimilar abilities and interests. | | | | | | _____ | _____ |
| 47. | Students are encouraged and assisted in developing career plans. | | | | | | _____ | _____ |
| 48. | The visual and performing art classes at the Center have career establishing components as do academic courses. | | | | | | _____ | _____ |
| 49. | Helping the student to explore career possibilities is an important part of the school program. | | | | | | _____ | _____ |
| 50. | Students are expected to complete their work and meet recognized standards of quality. | | | | | | _____ | _____ |
| 51. | Students have the opportunity to develop a sense of responsibility and self-reliance. | | | | | | _____ | _____ |
| 52. | Students are encouraged to be independent thinkers. | | | | | | _____ | _____ |
| 53. | The gifted and talented program tries to develop an appreciation of learning in each student. | | | | | | _____ | _____ |
| 54. | Students are encouraged to be concerned for other people and their personal property. | | | | | | _____ | _____ |

APPENDIX A

| | ? | 1 | 2 | 3 | 4 | 5 | | |
|----------------------|---|------------------|--------------------------|----------------------------|--------------------------------|------------------------------|-----------------|--------------------|
| | Do not know | Not at all | To a slight extent | To a moderate extent | To a fairly large extent | To a very large extent | | |
| | | | | | | | Should Exist | Actually Exists |
| 55. | The program provides students with exposure to a variety of fields of study. | | | | | | _____ | _____ |
| 56. | The gifted and talented program encourages students to recognize and realize their aptitudes, abilities, interests, and needs. | | | | | | _____ | _____ |
| 57. | The program encourages students to establish and pursue challenging goals. | | | | | | _____ | _____ |
| 58. | The program fosters the development of logical and convergent thinking in the students. | | | | | | _____ | _____ |
| 59. | The gifted and talented program encourages the development of problem solving through complex and abstract thinking in the students. | | | | | | _____ | _____ |
| 60. | The gifted and talented program fosters the development of independent (self-directed) study skills and academic self-discipline in the students. | | | | | | _____ | _____ |
| CLASSROOM MANAGEMENT | | | | | | | | |
| 61. | Parents are notified of discipline problems. | | | | | | _____ | _____ |
| 62. | Administrators support teachers in student discipline matters. | | | | | | _____ | _____ |
| 63. | The Center and Handley have good discipline. | | | | | | _____ | _____ |
| 64. | Teachers motivate students by using rewards rather than punishments. | | | | | | _____ | _____ |
| 65. | Students are aware of classroom rules. | | | | | | _____ | _____ |
| 66. | A secure, attractive environment is provided where the emphasis is on achievement. | | | | | | _____ | _____ |
| 67. | An orderly, productive working atmosphere is generally maintained and time spent on classroom management is minimal. | | | | | | _____ | _____ |

APPENDIX A

| | ? | 1 | 2 | 3 | 4 | 5 | | |
|---|--|------------------|--------------------------|----------------------------|--------------------------------|------------------------------|-----------------|--------------------|
| | Do not know | Not at all | To a slight extent | To a moderate extent | To a fairly large extent | To a very large extent | | |
| | | | | | | | Should Exist | Actually Exists |
| VII. TEACHER VALUES AND APPROACHES | | | | | | | | |
| 68. | Program teachers focus student attention on lesson objectives by stating them plainly and referring to them frequently. | | | | | | _____ | _____ |
| 69. | Teachers set and maintain a brisk instructional pace. | | | | | | _____ | _____ |
| 70. | Teachers communicate effectively. | | | | | | _____ | _____ |
| 71. | Teachers explain and demonstrate rather than just assign seat work. | | | | | | _____ | _____ |
| 72. | Teachers emphasize active student participation in their classes. | | | | | | _____ | _____ |
| 73. | Teachers teach at the correct level of difficulty to promote student learning. | | | | | | _____ | _____ |
| 74. | Teachers work on accomplishing the instructional goals and objectives with students. | | | | | | _____ | _____ |
| 75. | Teachers know which skills are of highest priority and the prerequisites needed by students to learn these skills. | | | | | | _____ | _____ |
| 76. | Learning tasks are matched to lesson content so student success rate is high. | | | | | | _____ | _____ |
| 77. | Regular, focused reviews of key concepts and skills check on and strengthen student retention. | | | | | | _____ | _____ |
| 78. | Feedback from instructional observations emphasizes improving instruction and boosting student achievement. | | | | | | _____ | _____ |
| 79. | Feedback to students is tied to learning objectives. | | | | | | _____ | _____ |
| 80. | To check understanding, teachers ask clear, open-ended questions and make sure all students have a good chance to respond. | | | | | | _____ | _____ |
| 81. | Classroom routines are smooth and efficient. | | | | | | _____ | _____ |
| 82. | Teachers have assignments or activities ready when students arrive. | | | | | | _____ | _____ |
| 83. | Very little time is spent on non-learning activities. | | | | | | _____ | _____ |
| 84. | Teachers know curriculum policies and priorities. | | | | | | _____ | _____ |

APPENDIX A

| | ? | 1 | 2 | 3 | 4 | 5 | | |
|---|-------------------|------------------|--------------------------|----------------------------|--------------------------------|------------------------------|-----------------|--------------------|
| | Do not know | Not at all | To a slight extent | To a moderate extent | To a fairly large extent | To a very large extent | | |
| | | | | | | | Shou'd Exdst | Actually Exdsts |
| 85. Teachers are responsive to the student's point of view. | | | | | | | _____ | _____ |
| 86. Teachers are competent in student counseling services. | | | | | | | _____ | _____ |
| 87. Teachers function more like facilitators than directors in their approaches to the students' course work. | | | | | | | _____ | _____ |

VIII. STAFF DEVELOPMENT

| | | |
|--|-------|-------|
| 88. Within the program, emphasis is given to staff development and teacher skill building. | _____ | _____ |
| 89. Staff development programs are effectively coordinated. | _____ | _____ |
| 90. The gifted and talented program has an effective inservice training program for improving teaching skills. | _____ | _____ |
| 91. The inservices provide valuable teaching tools or information. | _____ | _____ |
| 92. Content in staff development sessions addresses instructional issues and priorities. | _____ | _____ |
| 93. Staff development and training are supported with time and other necessary resources. | _____ | _____ |
| 94. The teachers and students have access to consultants and to the most recent advances within each area. | _____ | _____ |
| 95. Administrators are involved in some type of professional development program. | _____ | _____ |
| 96. The administration supports career enhancement possibilities for the staff members. | _____ | _____ |
| 97. Teaching excellence in the program is recognized. | _____ | _____ |
| 98. Staff development learning goals and objectives are developed by teachers. | _____ | _____ |
| 99. There is scheduled time for discussion and deliberation of gifted/talented issues at staff meetings. | _____ | _____ |

APPENDIX A

| | ? | 1 | 2 | 3 | 4 | 5 | | |
|--|---|------------------|--------------------------|----------------------------|--------------------------------|------------------------------|-----------------|--------------------|
| | Do not know | Not at all | To a slight extent | To a moderate extent | To a fairly large extent | To a very large extent | | |
| | | | | | | | Should Exist | Actually Exists |
| IX. PARENTAL INVOLVEMENT AND COMMITMENT | | | | | | | | |
| 100. | Procedures for parental involvement in the program are clearly communicated to parents and used consistently. | | | | | | _____ | _____ |
| 101. | Parents have options for becoming involved in activities that support the gifted and talented instructional program. | | | | | | _____ | _____ |
| 102. | The program's staff members provide parents with information and techniques for helping students develop their giftedness or talents. | | | | | | _____ | _____ |
| 103. | There is frequent two-way communication between parents and the gifted and talented program's staff. | | | | | | _____ | _____ |
| 104. | Parents are aware of their responsibilities for helping students develop their giftedness or talents. | | | | | | _____ | _____ |
| 105. | Parents realize the vocational value of all of the gifted and talented program's courses. | | | | | | _____ | _____ |
| 106. | Parents of gifted and talented students support the program. | | | | | | _____ | _____ |
| 107. | Parents who supported their children's involvement in the Center at the junior high level also support it as strongly at the senior high level. | | | | | | _____ | _____ |
| 108. | Teachers encourage parents to keep track of student progress. | | | | | | _____ | _____ |
| 109. | Most parents are aware of the gifted and talented program goals. | | | | | | _____ | _____ |
| 110. | Encouraging parental involvement is an integral part of the program's plans. | | | | | | _____ | _____ |
| X. AUXILIARY SUPPORT AND STAFF | | | | | | | | |
| 111. | Effective guidance and counseling are readily available to each student in the gifted and talented program. | | | | | | _____ | _____ |
| 112. | The gifted and talented program's guidance program helps students acquire an understanding of vocational trends. | | | | | | _____ | _____ |

APPENDIX A

| | ? | 1 | 2 | 3 | 4 | 5 | | |
|------|--|------------------|--------------------------|----------------------------|--------------------------------|------------------------------|-----------------|--------------------|
| | Do not know | Not at all | To a slight extent | To a moderate extent | To a fairly large extent | To a very large extent | Should Exist | Actually Exists |
| 113. | Helping the student to explore career possibilities is an important part of the total gifted and talented program. | | | | | | _____ | _____ |
| 114. | The guidance program helps students to realize the connection between their course work and their career goals. | | | | | | _____ | _____ |
| 115. | The librarians at the Center and Handley ask for teacher suggestions when selecting new materials for the library. | | | | | | _____ | _____ |
| 116. | The library personnel keep the building staff up-to-date regarding available materials. | | | | | | _____ | _____ |
| 117. | Materials found in the library are appropriate to the students served. | | | | | | _____ | _____ |
| 118. | Audio visual materials are available for classroom use. | | | | | | _____ | _____ |
| 119. | Adequate time in the library is provided to students to select materials. | | | | | | _____ | _____ |
| 120. | The library collection adequately serves the needs of staff and students. | | | | | | _____ | _____ |

XI. LEADERSHIP BY PRINCIPAL

| | | | | | | | | |
|------|---|--|--|--|--|--|-------|-------|
| 121. | The principals at the Center and at Handley believe that all students can learn. | | | | | | _____ | _____ |
| 122. | The principals have a clear understanding of the program's goals and are able to clearly articulate them. | | | | | | _____ | _____ |
| 123. | The principals are the instructional leaders. | | | | | | _____ | _____ |
| 124. | The principals make frequent classroom observations to monitor instruction. | | | | | | _____ | _____ |
| 125. | The principals initiate organized and systematic improvement procedures. | | | | | | _____ | _____ |
| 126. | The principals promote methods that are known to create effective schools. | | | | | | _____ | _____ |
| 127. | The principals carefully monitor new practices. | | | | | | _____ | _____ |

APPENDIX A

| | ? | 1 | 2 | 3 | 4 | 5 | | |
|------|---|------------------|--------------------------|----------------------------|--------------------------------|------------------------------|-----------------|--------------------|
| | Do not know | Not at all | To a slight extent | To a moderate extent | To a fairly large extent | To a very large extent | | |
| | | | | | | | Should Exist | Actually Exists |
| 128. | The gifted and talented principals are viewed by teachers as having relevant instructional expertise as well as management skills. | | | | | | _____ | _____ |
| 129. | The principals actively encourage comprehensive programs including multiple-methods of identification, staff development, program evaluation and revision, and support system such as counseling. | | | | | | _____ | _____ |
| 130. | The principals use principles of supervision and feedback to communicate with teachers regarding their instructional methods in gifted/talented programs. | | | | | | _____ | _____ |
| 131. | The principals are active partners in long- and short-range planning. | | | | | | _____ | _____ |
| 132. | The principals provide an encouraging climate for innovation and exploration by teachers and students. | | | | | | _____ | _____ |
| 133. | The principals use suggestions from their staff, teachers, and from the community-at-large to assist in planning and decision making. | | | | | | _____ | _____ |

XII. COMMUNICATIONS/PUBLIC RELATIONS

| | | | | | | | | |
|------|--|--|--|--|--|--|-------|-------|
| 134. | The gifted and talented program conducts business in a manner that inspires public confidence. | | | | | | _____ | _____ |
| 135. | The program administration provides the general public with accurate reports on its performance. | | | | | | _____ | _____ |
| 136. | Important information relevant to the program and/or its students is provided in a timely and intelligible fashion to parents, staff and students. | | | | | | _____ | _____ |
| 137. | Parents are told about student successes. | | | | | | _____ | _____ |
| 138. | The principals work to gain community support for the gifted and talented program. | | | | | | _____ | _____ |
| 139. | The principals provide the community with information about the effectiveness of the program. | | | | | | _____ | _____ |
| 140. | Achievement results are shared with parents. | | | | | | _____ | _____ |

APPENDIX A

| | ? | 1 | 2 | 3 | 4 | 5 | | |
|------|--|------------------|--------------------------|----------------------------|--------------------------------|------------------------------|-----------------|--------------------|
| | Do not know | Not at all | To a slight extent | To a moderate extent | To a fairly large extent | To a very large extent | | |
| | | | | | | | Should Exist | Actually Exists |
| 141. | Achievement results are shared with students. . | | | | | | _____ | _____ |
| 142. | The student progress reporting procedure gives parents a clear understanding of their child's progress. | | | | | | _____ | _____ |
| 143. | The principals serve as a communication link between the Board, the parents, and the community concerning the program. | | | | | | _____ | _____ |

APPENDIX A

ELEMENTARY PROFESSIONAL STAFF (EPS) A NEEDS ASSESSMENT OF THE GIFTED AND TALENTED PROGRAM

© 1987

Saginaw Public Schools

Instrument Code _____

This questionnaire has been developed in order to get reactions from teachers, administrators, students and parents about: 1) the way the gifted and talented program is currently operating, and 2) the way it should operate in the future. Thus, the goal of this survey is to obtain district-wide data about the general operation of the gifted and talented program for future planning purposes.

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Your input is vitally important if this survey is to have any meaningful bearing on the plans and operations of the gifted and talented program. Questionnaires have been sent to administrators, program teachers, the students in the program and their parents. Please take the time to provide the administration and the school board with a sincere assessment of the needs of the program from your viewpoint.

APPENDIX A

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- (A) In your opinion, to what extent should the stated condition exist?
- (B) From your knowledge, to what extent does the stated condition actually exist?

| | | | | | | |
|-----------------------|-------------------|------------------|--------------------------|----------------------------|--------------------------------|------------------------------|
| A) Should Exist | ? | 1 | 2 | 3 | 4 | 5 |
| | Do not know | Not at all | To a slight extent | To a moderate extent | To a fairly large extent | To a very large extent |
| B) Actually Exists | ? | 1 | 2 | 3 | 4 | 5 |

| | |
|-----------------|--------------------|
| Should Exist | Actually Exists |
|-----------------|--------------------|

EXAMPLE: The gifted and talented program
does a good job of teaching basic
safety skills.

| | |
|----------|----------|
| <u>5</u> | <u>3</u> |
|----------|----------|

Be sure to write a response to both "should exist" and "actually exists" for each statement. Use "?" only if you feel you do not have any information allowing you to make a judgment. Thank you for your cooperation.

The following is a more detailed explanation of the above responses.

| SHOULD EXIST | ACTUALLY EXISTS |
|--|--|
| ? Do not know the extent to which the stated condition should exist. | ? Do not know the extent to which the stated condition exists. |
| 1 Stated condition should not exist at all. | 1 Stated condition does not exist at all. |
| 2 Stated condition should exist to a slight extent. | 2 Stated condition exists to a slight extent. |
| 3 Stated condition should exist to a moderate extent. | 3 Stated condition exists to a moderate extent. |
| 4 Stated condition should exist to a fairly large extent. | 4 Stated condition exists to a fairly large extent. |
| 5 Stated condition should exist to a very large extent. | 5 Stated condition exists to a very large extent. |

APPENDIX A

| | ? | 1 | 2 | 3 | 4 | 5 | | |
|---|-------------------|------------------|--------------------------|----------------------------|--------------------------------|------------------------------|-----------------|--------------------|
| | Do not know | Not at all | To a slight extent | To a moderate extent | To a fairly large extent | To a very large extent | | |
| | | | | | | | Should Exist | Actually Exists |
| I. GENERAL ADMINISTRATION | | | | | | | | |
| 1. Planning is a continuous process in the gifted and talented program. | | | | | | | _____ | _____ |
| 2. The program's budget allows for allocation of resources to achieve high priority objectives. | | | | | | | _____ | _____ |
| 3. Research findings are used in planning and improving educational programs. | | | | | | | _____ | _____ |
| 4. Instructional program evaluation is accomplished by comparing actual results with the goals and objectives of the program. | | | | | | | _____ | _____ |
| 5. Program improvement efforts are periodically reviewed; progress is noted and the improvement focus is renewed and redirected. | | | | | | | _____ | _____ |
| 6. Test results, grade reports, attendance records and other methods are used to spot potential problems. | | | | | | | _____ | _____ |
| 7. Students are well served by a gifted and talented program situated in one location. | | | | | | | _____ | _____ |
| 8. The school buildings provide a safe environment for staff and students. | | | | | | | _____ | _____ |
| 9. Assessment results are used by teachers for instructional diagnosis and to evaluate their own teaching methods and check student progress. | | | | | | | _____ | _____ |
| 10. The major goals of the gifted and talented program are set with respect to the students' needs. | | | | | | | _____ | _____ |
| II. IDENTIFICATION OF GIFTED/TALENTED STUDENTS | | | | | | | | |
| 11. Students are nominated through a variety of sources including, parent, teacher, administrator, and test score referrals. | | | | | | | _____ | _____ |
| 12. The identification of gifted and talented students is an ongoing process, not an annual event. | | | | | | | _____ | _____ |
| 13. Identification occurs as early in the students' lives as is possible. | | | | | | | _____ | _____ |

APPENDIX A

| | ? | 1 | 2 | 3 | 4 | 5 | | |
|-----|--|------------------|--------------------------|----------------------------|--------------------------------|------------------------------|-----------------|--------------------|
| | Do not know | Not at all | To a slight extent | To a moderate extent | To a fairly large extent | To a very large extent | Should Exist | Actually Exists |
| 14. | The identification process includes measures of student motivation, interests, and maturity. | | | | | | _____ | _____ |
| 15. | Emphasis is given to identifying gifted/talented students in culturally disadvantaged groups. | | | | | | _____ | _____ |
| 16. | All the teachers in the district participate in inservices on how to identify gifted/talented students. | | | | | | _____ | _____ |
| 17. | The currently used method of identifying gifted and talented students adequately identifies those students who would most benefit from participation in the gifted and talented program. | | | | | | _____ | _____ |
| 18. | The currently used method of identifying gifted/talented students adequately screens out those students who should not participate in the gifted and talented program. | | | | | | _____ | _____ |

III. CULTURALLY DEPRIVED STUDENTS

| | | | | | | | | |
|-----|---|--|--|--|--|--|-------|-------|
| 19. | Female students are offered chances to consider careers in math and science fields. | | | | | | _____ | _____ |
| 20. | Students are counseled toward all careers in which they have an interest, regardless of how disproportionate in minority representatives a career might be. | | | | | | _____ | _____ |
| 21. | Female and minority students are provided with positive role models in many varying careers. | | | | | | _____ | _____ |
| 22. | Teachers treat minority and female students with regard to their aptitudes and abilities, not with regard to stereotyped images. | | | | | | _____ | _____ |
| 23. | Math and science teachers encourage attendance and participation by female students in their classes. | | | | | | _____ | _____ |
| 24. | Examples and methods of teaching used in the classroom relate to minority and/or female perspectives as well as to majority perspectives. | | | | | | _____ | _____ |

APPENDIX A

| | ? | 1 | 2 | 3 | 4 | 5 | | |
|--|--|------------------|--------------------------|----------------------------|--------------------------------|------------------------------|-----------------|--------------------|
| | Do not know | Not at all | To a slight extent | To a moderate extent | To a fairly large extent | To a very large extent | | |
| | | | | | | | Should Exist | Actually Exists |
| IV. EDUCATIONAL PROGRAMS - ELEMENTARY | | | | | | | | |
| 25. | A value system emphasizing academic achievement is shared by the gifted and talented staff, students and parents/community. | | | | | | _____ | _____ |
| 26. | Learning goals and objectives are clearly defined. | | | | | | _____ | _____ |
| 27. | Standards for learning are both challenging and attainable. | | | | | | _____ | _____ |
| 28. | Students are challenged at the elementary level by attending Handley. | | | | | | _____ | _____ |
| 29. | Promotion at Handley is based on achievement rather than time spent in the classroom. | | | | | | _____ | _____ |
| 30. | Handley does a good job preparing students for their next level of education. | | | | | | _____ | _____ |
| 31. | Elementary homework is regularly assigned and checked. | | | | | | _____ | _____ |
| 32. | Children have opportunities to write. | | | | | | _____ | _____ |
| 33. | A special effort is made at Handley to challenge more able elementary students. | | | | | | _____ | _____ |
| 34. | Elementary courses of instruction are modified frequently enough to keep them current. | | | | | | _____ | _____ |
| 35. | Handley does a good job of teaching reading, writing, and arithmetic. | | | | | | _____ | _____ |
| 36. | Handley teachers explain to students the objectives of their lessons, so that students realize what knowledge and skills they will be expected to learn. | | | | | | _____ | _____ |
| 37. | Handley's curriculum is congruent with the regular elementary curriculum. | | | | | | _____ | _____ |
| 38. | The Handley staff coordinates instruction grade-to-grade and plans the curriculum sequentially. | | | | | | _____ | _____ |
| 39. | Given the resources available, the public is satisfied with academic achievement at Handley. | | | | | | _____ | _____ |
| 40. | Many of the courses provide "hands on" experience. | | | | | | _____ | _____ |

APPENDIX A

| | ? | 1 | 2 | 3 | 4 | 5 | | |
|--|--|------------------|--------------------------|----------------------------|--------------------------------|------------------------------|-----------------|--------------------|
| | Do not know | Not at all | To a slight extent | To a moderate extent | To a fairly large extent | To a very large extent | Should Exist | Actually Exists |
| 41. | Co-curricular activities are available for students who wish to participate in them. | | | | | | _____ | _____ |
| 42. | Teachers at Handley do a good job of teaching health education (which includes a component on sex education). | | | | | | _____ | _____ |
| 43. | Information on drug education at Handley is offered at the appropriate level. | | | | | | _____ | _____ |
| 44. | Student achievement levels determine future academic planning. | | | | | | _____ | _____ |
| 45. | Learning activities at Handley take place at a more appropriate pace than in the regular classroom for academically talented students. | | | | | | _____ | _____ |
| V. PERSONAL DEVELOPMENT OF THE STUDENT | | | | | | | | |
| 46. | Students have opportunities to practice leadership skills. | | | | | | _____ | _____ |
| 47. | The program teaches students problem solving techniques. | | | | | | _____ | _____ |
| 48. | Students have opportunities to work with other students of similar and dissimilar abilities and interests. | | | | | | _____ | _____ |
| 49. | Students are encouraged and assisted in developing career plans. | | | | | | _____ | _____ |
| 50. | The visual and performing art classes at the Center have career establishing components as do academic courses. | | | | | | _____ | _____ |
| 51. | Helping the student to explore career possibilities is an important part of the school program. | | | | | | _____ | _____ |
| 52. | Students are expected to complete their work and meet recognized standards of quality. | | | | | | _____ | _____ |
| 53. | Students have the opportunity to develop a sense of responsibility and self-reliance. | | | | | | _____ | _____ |
| 54. | Students are encouraged to be independent thinkers. | | | | | | _____ | _____ |
| 55. | The gifted and talented program tries to develop an appreciation of learning in each student. | | | | | | _____ | _____ |
| 56. | Students are encouraged to be concerned for other people and their personal property. | | | | | | _____ | _____ |

APPENDIX A

| | ? | 1 | 2 | 3 | 4 | 5 | | |
|-----------------------------|---|------------------|--------------------------|----------------------------|--------------------------------|------------------------------|-----------------|--------------------|
| | Do not know | Not at all | To a slight extent | To a moderate extent | To a fairly large extent | To a very large extent | | |
| | | | | | | | Should Exist | Actually Exists |
| 57. | The program provides students with exposure to a variety of fields of study. | | | | | | _____ | _____ |
| 58. | The gifted and talented program encourages students to recognize and realize their aptitudes, abilities, interests, and needs. | | | | | | _____ | _____ |
| 59. | The program encourages students to establish and pursue challenging goals. | | | | | | _____ | _____ |
| 60. | The program fosters the development of logical and convergent thinking in the students. | | | | | | _____ | _____ |
| 61. | The gifted and talented program encourages the development of problem solving through complex and abstract thinking in the students. | | | | | | _____ | _____ |
| 62. | The gifted and talented program fosters the development of independent (self-directed) study skills and academic self-discipline in the students. | | | | | | _____ | _____ |
| CLASSROOM MANAGEMENT | | | | | | | | |
| 63. | Parents are notified of discipline problems. | | | | | | _____ | _____ |
| 64. | Administrators support teachers in student discipline matters. | | | | | | _____ | _____ |
| 65. | The Center and Handley have good discipline. | | | | | | _____ | _____ |
| 66. | Teachers motivate students by using rewards rather than punishments. | | | | | | _____ | _____ |
| 67. | Students are aware of classroom rules. | | | | | | _____ | _____ |
| 68. | A secure, attractive environment is provided where the emphasis is on achievement. | | | | | | _____ | _____ |
| 69. | An orderly, productive working atmosphere is generally maintained and time spent on classroom management is minimal. | | | | | | _____ | _____ |

APPENDIX A

| | 2 | 1 | 2 | 3 | 4 | 5 | | |
|--|-------------------|------------------|--------------------------|----------------------------|--------------------------------|------------------------------|-----------------|--------------------|
| | Do not know | Not at all | To a slight extent | To a moderate extent | To a fairly large extent | To a very large extent | Should Exist | Actually Exists |
| VII. TEACHER VALUES AND APPROACHES | | | | | | | | |
| 70. Program teachers focus student attention on lesson objectives by stating them plainly and referring to them frequently. | | | | | | | _____ | _____ |
| 71. Teachers set and maintain a brisk instructional pace. | | | | | | | _____ | _____ |
| 72. Teachers communicate effectively. | | | | | | | _____ | _____ |
| 73. Teachers explain and demonstrate rather than just assign seat work. | | | | | | | _____ | _____ |
| 74. Teachers emphasize active student participation in their classes. | | | | | | | _____ | _____ |
| 75. Teachers teach at the correct level of difficulty to promote student learning. | | | | | | | _____ | _____ |
| 76. Teachers work on accomplishing the instructional goals and objectives with students. | | | | | | | _____ | _____ |
| 77. Teachers know which skills are of highest priority and the pre-requisites needed by students to learn the skills. | | | | | | | _____ | _____ |
| 78. Learning tasks are matched to lesson content so student success rate is high. | | | | | | | _____ | _____ |
| 79. Regular, focused reviews of key concepts and skills check on and strengthen student retention. | | | | | | | _____ | _____ |
| 80. Feedback from instructional observations emphasizes improving instruction and boosting student achievement. | | | | | | | _____ | _____ |
| 81. Feedback to students is tied to learning objectives. | | | | | | | _____ | _____ |
| 82. To check understanding, teachers ask clear, open-ended questions and make sure all students have a good chance to respond. | | | | | | | _____ | _____ |
| 83. Classroom routines are smooth and efficient. | | | | | | | _____ | _____ |
| 84. Teachers have assignments or activities ready when students arrive. | | | | | | | _____ | _____ |
| 85. Very little time is spent on non-learning activities. | | | | | | | _____ | _____ |
| 86. Teachers know curriculum policies and priorities. | | | | | | | _____ | _____ |

APPENDIX A

| | ? | 1 | 2 | 3 | 4 | 5 | | |
|--|-------------------|------------------|--------------------------|----------------------------|--------------------------------|------------------------------|-----------------|--------------------|
| | Do not know | Not at all | To a slight extent | To a moderate extent | To a fairly large extent | To a very large extent | Should Exist | Actually Exists |
| 87. Teachers are responsive to the student's point of view. | | | | | | | _____ | _____ |
| 88. Teachers are competent in student counseling services. | | | | | | | _____ | _____ |
| 89. Teachers function more like facilitators than directors in their approaches to the students' course work. | | | | | | | _____ | _____ |
| VIII. STAFF DEVELOPMENT | | | | | | | | |
| 90. Within the program, emphasis is given to staff development and teacher skill building. | | | | | | | _____ | _____ |
| 91. Staff development programs are effectively coordinated. | | | | | | | _____ | _____ |
| 92. The gifted and talented program has an effective inservice training program for improving teaching skills. | | | | | | | _____ | _____ |
| 93. The inservices provide valuable teaching tools or information. | | | | | | | _____ | _____ |
| 94. Content in staff development sessions addresses instructional issues and priorities. | | | | | | | _____ | _____ |
| 95. Staff development and training are supported with time and other necessary resources. | | | | | | | _____ | _____ |
| 96. The teachers and students have access to consultants and to the most recent advances within each area. | | | | | | | _____ | _____ |
| 97. Administrators are involved in some type of professional development program. | | | | | | | _____ | _____ |
| 98. The administration supports career enhancement possibilities for the staff members. | | | | | | | _____ | _____ |
| 99. Teaching excellence in the program is recognized. | | | | | | | _____ | _____ |
| 100. Staff development learning goals and objectives are developed by teachers. | | | | | | | _____ | _____ |
| 101. There is scheduled time for discussion and deliberation of gifted/talented issues at staff meetings. | | | | | | | _____ | _____ |

APPENDIX A

| | ? | 1 | 2 | 3 | 4 | 5 | | |
|--|---|------------------|--------------------------|----------------------------|--------------------------------|------------------------------|-----------------|--------------------|
| | Do not know | Not at all | To a slight extent | To a moderate extent | To a fairly large extent | To a very large extent | Should Exist | Actually Exists |
| IX. PARENTAL INVOLVEMENT AND COMMITMENT | | | | | | | | |
| 102. | Procedures for parental involvement in the program are clearly communicated to parents and used consistently. | | | | | | _____ | _____ |
| 103. | Parents have options for becoming involved in activities that support the gifted and talented instructional program. | | | | | | _____ | _____ |
| 104. | The program's staff members provide parents with information and techniques for helping students develop their giftedness or talents. | | | | | | _____ | _____ |
| 105. | There is frequent two-way communication between parents and the gifted and talented program's staff. | | | | | | _____ | _____ |
| 106. | Parents are aware of their responsibilities for helping students develop their giftedness or talents. | | | | | | _____ | _____ |
| 107. | Parents realize the vocational value of all of the gifted and talented program's courses. | | | | | | _____ | _____ |
| 108. | Parents of gifted and talented students support the program. | | | | | | _____ | _____ |
| 109. | Parents who supported their children's involvement in the Center at the junior high level also support it as strongly at the senior high level. | | | | | | _____ | _____ |
| 110. | Teachers encourage parents to keep track of student progress. | | | | | | _____ | _____ |
| 111. | Most parents are aware of the gifted and talented program goals. | | | | | | _____ | _____ |
| 112. | Encouraging parental involvement is an integral part of the program's plans. | | | | | | _____ | _____ |
| X. AUXILIARY SUPPORT AND STAFF | | | | | | | | |
| 113. | Effective guidance and counseling are readily available to each student in the gifted and talented program. | | | | | | _____ | _____ |
| 114. | The gifted and talented program's guidance program helps students acquire an understanding of vocational trends. | | | | | | _____ | _____ |

APPENDIX A

| | ? | 1 | 2 | 3 | 4 | 5 | | |
|------|--|------------------|--------------------------|----------------------------|--------------------------------|------------------------------|-----------------|--------------------|
| | Do not know | Not at all | To a slight extent | To a moderate extent | To a fairly large extent | To a very large extent | Should Exist | Actually Exists |
| 115. | Helping the student to explore career possibilities is an important part of the total gifted and talented program. | | | | | | _____ | _____ |
| 116. | The guidance program helps students to realize the connection between their course work and their career goals. | | | | | | _____ | _____ |
| 117. | The librarians at the Center and Handley ask for teacher suggestions when selecting new materials for the library. | | | | | | _____ | _____ |
| 118. | The library personnel keep the building staff up-to-date regarding available materials. | | | | | | _____ | _____ |
| 119. | Materials found in the library are appropriate to the students served. | | | | | | _____ | _____ |
| 120. | Audio visual materials are available for classroom use. | | | | | | _____ | _____ |
| 121. | Adequate time in the library is provided to students to select materials. | | | | | | _____ | _____ |
| 122. | The library collection adequately serves the needs of staff and students. | | | | | | _____ | _____ |

XI. LEADERSHIP BY PRINCIPAL

| | | | | | | | | |
|------|---|--|--|--|--|--|-------|-------|
| 123. | The principals at the Center and at Handley believe that all students can learn. | | | | | | _____ | _____ |
| 124. | The principals have a clear understanding of the program's goals and are able to clearly articulate them. | | | | | | _____ | _____ |
| 125. | The principals are the instructional leaders. | | | | | | _____ | _____ |
| 126. | The principals make frequent classroom observations to monitor instruction. | | | | | | _____ | _____ |
| 127. | The principals initiate organized and systematic improvement procedures. | | | | | | _____ | _____ |
| 128. | The principals promote methods that are known to create effective schools. | | | | | | _____ | _____ |
| 129. | The principals carefully monitor new practices. | | | | | | _____ | _____ |

APPENDIX A

| | ? | 1 | 2 | 3 | 4 | 5 | | |
|------|---|------------------|--------------------------|----------------------------|--------------------------------|------------------------------|-----------------|--------------------|
| | Do not know | Not at all | To a slight extent | To a moderate extent | To a fairly large extent | To a very large extent | | |
| | | | | | | | Should Exist | Actually Exists |
| 130. | The gifted and talented principals are viewed by teachers as having relevant instructional expertise as well as management skills. | | | | | | — | — |
| 131. | The principals actively encourage comprehensive programs including multiple-methods of identification, staff development, program evaluation and revision, and support system such as counseling. | | | | | | — | — |
| 132. | The principals use principles of supervision and feedback to communicate with teachers regarding their instructional methods in gifted/talented programs. | | | | | | — | — |
| 133. | The principals are active partners in long- and short-range planning. | | | | | | — | — |
| 134. | The principals provide an encouraging climate for innovation and exploration by teachers and students. | | | | | | — | — |
| 135. | The principals use suggestions from their staff, teachers, and from the community-at-large to assist in planning and decision making. | | | | | | — | — |

XII. COMMUNICATIONS/PUBLIC RELATIONS

| | | | | | | | | |
|------|--|--|--|--|--|--|---|---|
| 136. | The gifted and talented program conducts business in a manner that inspires public confidence. | | | | | | — | — |
| 137. | The program administration provides the general public with accurate reports on its performance. | | | | | | — | — |
| 138. | Important information relevant to the program and/or its students is provided in a timely and intelligible fashion to parents, staff and students. | | | | | | — | — |
| 139. | Parents are told about student successes. | | | | | | — | — |
| 140. | The principals work to gain community support for the gifted and talented program. | | | | | | — | — |
| 141. | The principals provide the community with information about the effectiveness of the program. | | | | | | — | — |
| 142. | Achievement results are shared with parents. | | | | | | — | — |

APPENDIX A

| | ? | 1 | 2 | 3 | 4 | 5 | | |
|------|--|------------------|--------------------------|----------------------------|--------------------------------|------------------------------|-----------------|--------------------|
| | Do not know | Not at all | To a slight extent | To a moderate extent | To a fairly large extent | To a very large extent | | |
| | | | | | | | Should Exist | Actually Exists |
| 143. | Achievement results are shared with students. | | | | | | _____ | _____ |
| 144. | The student progress reporting procedure gives parents a clear understanding of their child's progress. | | | | | | _____ | _____ |
| 145. | The principals serve as a communication link between the Board, the parents, and the community concerning the program. | | | | | | _____ | _____ |

APPENDIX B

TABLE B.1. GROUPS SURVEYED AND RETURN RATES FOR THE 1987
GIFTED AND TALENTED NEEDS ASSESSMENT.

| Groups Surveyed | Count and Description of Individuals in Each Population | Returns | |
|-------------------------------------|---|---------|-------|
| | | # | % |
| Secondary Students (SS) | All <u>343</u> students enrolled in the Center for the Arts and Sciences (CAS) during the second semester of the 1986-87 school year. | 291 | 84.8 |
| Elementary Professional Staff (EPS) | All <u>21</u> teachers and administrators at the Program for the Gifted and Talented (PCAT) employed during the second semester of the 1986-87 school year. | 13 | 61.9 |
| Secondary Professional Staff (SPS) | All <u>16</u> teachers, administrators, and counselor employed at the CAS during the second semester of 1986-87 school year. | 16 | 100.0 |
| Elementary Parents (EP) | All <u>310</u> elementary parents who had students enrolled in PCAT during the 1986-87 school year. | 91 | 29.4 |
| Secondary Parents (SP) | All <u>314</u> secondary parents who had students enrolled in CAS during the 1986-87 school year.* | 70 | 22.2 |

*If a parent had both an elementary and secondary student, the parent was only requested to complete a secondary parent instrument.

APPENDIX C

DISTRICT-WIDE TOTAL (T): AVERAGE "DESIRED" AND "ACTUAL" RESPONSES TO THE GIFTED AND TALENTED NEEDS ASSESSMENT RANKED ACCORDING TO FUNCTION FROM HIGHEST TO LOWEST PRIORITY NEED INDEX—SPRING, 1987.

| FUNCTION | Rank | Desired | Actual | Need Index | Priority Need Index |
|--|------|---------|--------|------------|---------------------|
| Identification of Gifted/Talented Students | 1 | 4.58 | 3.42 | 1.16 | 5.33 |
| Auxiliary Support and Staff | 2 | 4.72 | 3.61 | 1.11 | 5.22 |
| Parental Involvement and Commitment | 3 | 4.76 | 3.73 | 1.04 | 4.93 |
| Staff Development | 4 | 4.80 | 3.85 | 0.95 | 4.57 |
| Leadership by Principal | 5 | 4.63 | 3.75 | 0.88 | 4.09 |
| Educational Programs--Secondary | 6 | 4.58 | 3.74 | 0.83 | 3.82 |
| General Administration | 7 | 4.70 | 3.89 | 0.81 | 3.79 |
| Communications/Public Relations | 8 | 4.76 | 3.98 | 0.78 | 3.72 |
| Personal Development of the Student | 9 | 4.75 | 4.16 | 0.59 | 2.81 |
| Teacher Values and Approaches | 10.5 | 4.70 | 4.11 | 0.58 | 2.74 |
| Classroom Management | 10.5 | 4.75 | 4.17 | 0.58 | 2.74 |
| Culturally Deprived Students | 12 | 4.71 | 4.18 | 0.53 | 2.48 |
| Educational Programs--Elementary | 13 | 4.77 | 4.35 | 0.42 | 2.02 |

APPENDIX D

DISTRICT-WIDE TOTAL (T) AVERAGE "DESIRED" AND AVERAGE "ACTUAL" RESPONSES TO THE GIFTED AND TALENTED NEEDS ASSESSMENT BY FUNCTION AND QUESTION SPRING, 1987.

| Questions by Function | Desired | Actual | Need Index | Priority Need Index |
|---|---------|--------|------------|---------------------|
| I. GENERAL ADMINISTRATION | 4.70 | 3.89 | 0.81 | 3.79 |
| 1. Planning is a continuous process in the gifted and talented program. | 4.89 | 4.16 | 0.73 | 3.58 |
| 2. The program's budget allows for allocation of resources to achieve high priority objectives. | 4.77 | 3.48 | 1.29 | 6.14 |
| 3. Research findings are used in planning and improving educational programs. | 4.53 | 3.52 | 1.01 | 4.59 |
| 4. Instructional program evaluation is accomplished by comparing actual results with the goals and objectives of the program. | 4.52 | 3.73 | 0.80 | 3.61 |
| 5. Program improvement efforts are periodically reviewed; progress is noted and the improvement focus is renewed and redirected. | 4.58 | 3.67 | 0.91 | 4.18 |
| 6. Test results, grade reports, attendance records and other methods are used to spot potential problems. | 4.66 | 4.18 | 0.48 | 2.24 |
| 7. Students are well served by a gifted and talented program situated in one location. | 4.68 | 4.20 | 0.47 | 2.20 |
| 8. The school buildings provide a safe environment for staff and students. | 4.89 | 4.19 | 0.70 | 3.41 |
| 9. Assessment results are used by teachers for instructional diagnosis and to evaluate their own teaching methods and check student progress. | 4.63 | 3.77 | 0.85 | 3.94 |
| 10. The major goals of the gifted and talented program are set with respect to the students' needs. | 4.82 | 3.99 | 0.83 | 3.98 |

APPENDIX D

| Questions by Function | Desired | Actual | Need Index | Priority Need Index |
|--|---------|--------|------------|---------------------|
| II. IDENTIFICATION OF GIFTED/TALENTED STUDENTS | 4.58 | 3.42 | 1.16 | 5.53 |
| 11. Students are nominated through a variety of sources including parent, teacher, administrator, and test score referrals. | 4.77 | 4.18 | 0.58 | 2.78 |
| 12. The identification of gifted and talented students is an ongoing process, not an annual event. | 4.73 | 3.62 | 1.11 | 5.26 |
| 13. Identification occurs as early in the students' lives as is possible. | 4.55 | 3.56 | 1.00 | 4.54 |
| 14. The identification process includes measures of student motivation, interests, and maturity. | 4.58 | 3.46 | 1.12 | 5.11 |
| 15. Emphasis is given to identifying gifted/talented students in culturally disadvantaged groups. | 4.26 | 3.38 | 0.88 | 3.73 |
| 16. All the teachers in the district participate in inservices on how to identify gifted/talented students. | 4.60 | 2.71 | 1.89 | 8.67 |
| 17. The currently used method of identifying gifted and talented students adequately identifies those students who would most benefit from participation in the gifted and talented program. | 4.65 | 3.29 | 1.36 | 6.33 |
| 18. The currently used method of identifying gifted/talented students adequately screens out those students who should not participate in the gifted and talented program. | 4.52 | 3.15 | 1.37 | 6.19 |

APPENDIX D

| Questions by Function | Desired | Actual | Need Index | Priority Need Index |
|---|---------|--------|------------|---------------------|
| III. CULTURALLY DEPRIVED STUDENTS | 4.71 | 4.18 | 0.53 | 2.48 |
| 19. Female students are offered chances to consider careers in math and science fields. | 4.78 | 4.50 | 0.28 | 1.33 |
| 20. Students are counseled toward all careers in which they have an interest, regardless of how disproportionate in minority representatives a career might be. | 4.68 | 3.75 | 0.93 | 4.36 |
| 21. Female and minority students are provided with positive role models in many varying careers. | 4.64 | 3.80 | 0.84 | 3.90 |
| 22. Teachers treat minority and female students with regard to their aptitudes and abilities, not with regard to stereotyped images. | 4.77 | 4.32 | 0.44 | 2.11 |
| 23. Math and science teachers encourage attendance and participation by female students in their classes. | 4.75 | 4.53 | 0.22 | 1.05 |
| 24. Examples and methods of teaching used in the classroom relate to minority and/or female perspectives as well as to majority perspectives. | 4.62 | 4.17 | 0.45 | 2.10 |
| IV. EDUCATIONAL PROGRAMS - SECONDARY | 4.58 | 3.74 | 0.83 | 3.82 |
| 25. A value system emphasizing achievement is shared by the gifted and talented staff, students, and parents/community. | 4.65 | 3.73 | 0.92 | 4.28 |
| 26. Learning goals and objectives are clearly defined. | 4.65 | 3.78 | 0.87 | 4.05 |
| 27. Secondary students benefit from spending a half day with their same age peers. | 4.11 | 4.04 | 0.07 | 0.29 |
| 28. The public is satisfied with achievement at the Center for the Arts and Sciences. | 4.75 | 3.64 | 1.11 | 5.25 |

APPENDIX D

| Questions by Function | Desired | Actual | Need Index | Priority Need Index |
|--|---------|--------|------------|---------------------|
| 29. The courses of instruction are modified frequently to keep them current. | 4.65 | 3.96 | 0.69 | 3.21 |
| 30. The course work illustrates the inter-relatedness of the various disciplines. | 4.53 | 3.67 | 0.86 | 3.88 |
| 31. The schedules and/or courses allow for students who are working in different disciplines to work together to see what their respective areas have in common. | 4.47 | 3.28 | 1.19 | 5.32 |
| 32. Many of the courses provide "hands on" experience. | 4.75 | 4.37 | 0.38 | 1.79 |
| 33. Special attention is focused on building good continuity across grade levels and programs. | 4.65 | 3.71 | 0.94 | 4.37 |
| 34. Provisions are outlined for coordination between teachers in the Center and in the home school classrooms. | 4.50 | 2.58 | 1.92 | 8.62 |
| 35. Collaborative curriculum planning and decision making are typical. | 4.43 | 3.29 | 1.14 | 5.06 |
| 36. Students attend the Center to take courses in subjects at a more advanced level than is offered at their home school. | 4.72 | 4.46 | 0.25 | 1.19 |
| 37. The Honors' programs in the high schools do a sufficient job of providing advanced course work to gifted students. | 4.25 | 2.99 | 1.26 | 5.35 |
| 38. Information on drug education at the Center is offered at the appropriate level. | 4.52 | 3.45 | 0.76 | 4.82 |
| 39. Student achievement levels assist in future curricular planning. | 4.74 | 3.98 | 0.74 | 3.60 |
| 40. Curricular plans on a given topic allow students to select a sub-topic for in-depth, independent study. | 4.47 | 3.73 | 0.74 | 3.32 |

APPENDIX D

| Questions by Function | Desired | Actual | Need Index | Priority Need Index |
|---|---------|--------|------------|---------------------|
| 41. Teachers at the Center integrate basic and higher level thinking skills into the curriculum. | 4.77 | 4.20 | 0.57 | 2.73 |
| 42. The course work helps to develop students' skills in research methods. | 4.67 | 3.98 | 0.69 | 3.22 |
| 43. Learning activities at the Center take place at a more appropriate pace than in the home school classroom. | 4.71 | 4.27 | 0.44 | 2.06 |
| V. EDUCATIONAL PROGRAMS - ELEMENTARY | 4.77 | 4.35 | 0.42 | 2.02 |
| 44. A value system emphasizing academic achievement is shared by the gifted and talented staff, students and parents/community. | 4.76 | 4.19 | 0.57 | 2.69 |
| 45. Learning goals and objectives are clearly defined. | 4.76 | 3.88 | 0.89 | 4.21 |
| 46. Standards for learning are both challenging and attainable. | 4.84 | 4.34 | 0.50 | 2.39 |
| 47. Students are challenged at the elementary level by attending Handley. | 4.87 | 4.74 | 0.13 | 0.61 |
| 48. Promotion at Handley is based on achievement rather than time spent in the classroom. | 4.72 | 4.40 | 0.31 | 1.46 |
| 49. Handley does a good job preparing students for their next level of education. | 4.93 | 4.81 | 0.15 | 0.72 |
| 50. Elementary homework is regularly assigned and checked. | 4.60 | 4.39 | 0.22 | 0.99 |
| 51. Children have opportunities to write. | 4.89 | 4.68 | 0.21 | 1.03 |
| 52. A special effort is made at Handley to challenge more able elementary students. | 4.91 | 4.63 | 0.29 | 1.40 |

APPENDIX D

| Questions by Function | Desired | Actual | Need Index | Priority Need Index |
|--|---------|--------|------------|---------------------|
| 53. Elementary courses of instruction are modified frequently enough to keep them current. | 4.82 | 4.35 | 0.47 | 2.27 |
| 54. Handley does a good job of teaching reading, writing, and arithmetic. | 4.93 | 4.45 | 0.48 | 2.34 |
| 55. Handley teachers explain to students the objectives of their lessons, so that students realize what knowledge and skills they will be expected to learn. | 4.89 | 4.31 | 0.58 | 2.84 |
| 56. Handley's curriculum is congruent with the regular elementary curriculum. | 4.28 | 4.17 | 0.12 | 0.49 |
| 57. The Handley staff coordinates instruction grade-to-grade and plans the curriculum sequentially. | 4.70 | 4.18 | 0.52 | 2.47 |
| 58. Given the resources available, the public is satisfied with academic achievement at Handley. | 4.78 | 4.40 | 0.37 | 1.77 |
| 59. Many of the courses provide "hands on" experience. | 4.78 | 4.31 | 0.47 | 2.25 |
| 60. Co-curricular activities are available for students who wish to participate in them. | 4.81 | 4.56 | 0.25 | 1.20 |
| 61. Teachers at Handley do a good job of teaching health education (which includes a component on sex education). | 4.58 | 3.81 | 0.78 | 3.55 |
| 62. Information on drug education at Handley is offered at the appropriate level. | 4.74 | 3.90 | 0.84 | 3.89 |
| 63. Student achievement levels determine future academic planning. | 4.68 | 4.11 | 0.58 | 2.69 |
| 64. Learning activities at Handley take place at a more appropriate pace than in the regular classroom for academically talented students. | 4.89 | 4.69 | 0.20 | 0.95 |

APPENDIX D

| Questions by Function | Desired | Actual | Need Index | Priority Need Index |
|---|---------|--------|------------|---------------------|
| VI. PERSONAL DEVELOPMENT OF THE STUDENT | 4.75 | 4.16 | 0.59 | 2.81 |
| 65. Students have opportunities to practice leadership skills. | 4.72 | 4.04 | 0.67 | 3.18 |
| 66. The program teaches students problem solving techniques. | 4.76 | 4.21 | 0.55 | 2.63 |
| 67. Students have opportunities to work with other students of similar and dissimilar abilities and interests. | 4.69 | 4.15 | 0.53 | 2.50 |
| 68. Students are encouraged and assisted in developing career plans. | 4.62 | 3.83 | 0.78 | 3.62 |
| 69. The visual and performing art classes at the Center have career establishing components as do academic courses. | 4.73 | 4.25 | 0.48 | 2.27 |
| 70. Helping the student to explore career possibilities is an important part of the school program. | 4.62 | 3.86 | 0.76 | 3.49 |
| 71. Students are expected to complete their work and meet recognized standards of quality. | 4.78 | 4.40 | 0.38 | 1.83 |
| 72. Students have the opportunity to develop a sense of responsibility and self-reliance. | 4.85 | 4.38 | 0.47 | 2.30 |
| 73. Students are encouraged to be independent thinkers. | 4.86 | 4.39 | 0.47 | 2.26 |
| 74. The gifted and talented program tries to develop an appreciation of learning in each student. | 4.84 | 4.35 | 0.49 | 2.35 |
| 75. Students are encouraged to be concerned for other people and their personal property. | 4.83 | 3.89 | 0.94 | 4.55 |
| 76. The program provides students with exposure to a variety of fields of study. | 4.70 | 4.14 | 0.56 | 2.63 |

APPENDIX D

| Questions by Function | Desired | Actual | Need Index | Priority Need Index |
|---|---------|--------|------------|---------------------|
| 77. The gifted and talented program encourages students to recognize and realize their aptitudes, abilities, interests, and needs. | 4.80 | 4.21 | 0.59 | 2.82 |
| 78. The program encourages students to establish and pursue challenging goals. | 4.77 | 4.22 | 0.55 | 2.60 |
| 79. The program fosters the development of logical and convergent thinking in the students. | 4.69 | 4.19 | 0.51 | 2.38 |
| 80. The gifted and talented program encourages the development of problem solving through complex and abstract thinking in the students. | 4.70 | 4.15 | 0.55 | 2.61 |
| 81. The gifted and talented program fosters the development of independent (self-directed) study skills and academic self-discipline in the students. | 4.75 | 3.97 | 0.78 | 3.72 |
| VII. CLASSROOM MANAGEMENT | 4.75 | 4.17 | 0.58 | 2.74 |
| 82. Parents are notified of discipline problems. | 4.70 | 4.19 | 0.51 | 2.39 |
| 83. Administrators support teachers in student discipline matters. | 4.74 | 4.40 | 0.34 | 1.59 |
| 84. The Center and Handley have good discipline. | 4.82 | 3.96 | 0.86 | 4.15 |
| 85. Teachers motivate students by using rewards rather than punishments. | 4.58 | 3.83 | 0.75 | 3.46 |
| 86. Students are aware of classroom rules. | 4.87 | 4.49 | 0.38 | 1.84 |
| 87. A secure, attractive environment is provided where the emphasis is on achievement. | 4.78 | 4.29 | 0.49 | 2.33 |
| 88. An orderly, productive working atmosphere is generally maintained and time spent on classroom management is minimal. | 4.73 | 4.01 | 0.72 | 3.41 |

APPENDIX D

| Questions by Function | Desired | Actual | Need Index | Priority Need Index |
|---|---------|--------|------------|---------------------|
| VIII. TEACHER VALUES AND APPROACHES | 4.70 | 4.11 | 0.58 | 2.74 |
| 89. Program teachers focus student attention on lesson objectives by stating them plainly and referring to them frequently. | 4.58 | 3.98 | 0.59 | 2.72 |
| 90. Teachers set and maintain a brisk instructional pace. | 4.51 | 4.18 | 0.33 | 1.50 |
| 91. Teachers communicate effectively. | 4.83 | 4.07 | 0.76 | 3.65 |
| 92. Teachers explain and demonstrate rather than just assign seat work. | 4.85 | 4.46 | 0.39 | 1.88 |
| 93. Teachers emphasize active student participation in their classes. | 4.82 | 4.46 | 0.37 | 1.77 |
| 94. Teachers teach at the correct level of difficulty to promote student learning. | 4.83 | 4.29 | 0.54 | 2.59 |
| 95. Teachers work on accomplishing the instructional goals and objectives with students. | 4.74 | 4.33 | 0.41 | 1.93 |
| 96. Teachers know which skills are of highest priority and the prerequisites needed by students to learn the skills. | 4.81 | 4.22 | 0.60 | 2.87 |
| 97. Learning tasks are matched to lesson content so student success rate is high. | 4.72 | 4.08 | 0.64 | 3.01 |
| 98. Regular, focused reviews of key concepts and skills check on and strengthen student retention. | 4.61 | 3.94 | 0.68 | 3.12 |
| 99. Feedback from instructional observations emphasizes improving instruction and boosting student achievement. | 4.70 | 4.09 | 0.62 | 2.90 |
| 100. Feedback to students is tied to learning objectives. | 4.67 | 4.14 | 0.53 | 2.47 |
| 101. To check understanding, teachers ask clear, open-ended questions and make sure all students have a good chance to respond. | 4.72 | 4.07 | 0.65 | 3.05 |

APPENDIX D

| Questions by Function | Desired | Actual | Need Index | Priority Need Index |
|---|---------|--------|------------|---------------------|
| 102. Classroom routines are smooth and efficient. | 4.67 | 3.88 | 0.80 | 3.72 |
| 103. Teachers have assignments or activities ready when students arrive. | 4.72 | 4.21 | 0.51 | 2.39 |
| 104. Very little time is spent on non-learning activities. | 4.63 | 4.11 | 0.52 | 2.41 |
| 105. Teachers know curriculum policies and priorities. | 4.82 | 4.29 | 0.53 | 2.57 |
| 106. Teachers are responsive to the student's point of view. | 4.72 | 4.10 | 0.62 | 2.93 |
| 107. Teachers are competent in student counseling services. | 4.51 | 3.46 | 1.05 | 4.72 |
| 108. Teachers function more like facilitators than directors in their approaches to the students' course work. | 4.46 | 3.91 | 0.55 | 2.45 |
| IX. STAFF DEVELOPMENT | 4.80 | 3.85 | 0.95 | 4.57 |
| 109. Within the program, emphasis is given to staff development and teacher skill building. | 4.74 | 4.32 | 0.42 | 1.97 |
| 110. Staff development programs are effectively coordinated. | 4.85 | 4.15 | 0.70 | 3.37 |
| 111. The gifted and talented program has an effective inservice training program for improving teaching skills. | 4.85 | 3.75 | 1.10 | 5.34 |
| 112. The inservices provide valuable teaching tools or information. | 4.82 | 3.96 | 0.86 | 4.12 |
| 113. Content in staff development sessions addresses instructional issues and priorities. | 4.85 | 3.70 | 1.15 | 5.60 |
| 114. Staff development and training are supported with time and other necessary resources. | 4.81 | 3.80 | 1.01 | 4.86 |

APPENDIX D

| Questions by Function | Desired | Actual | Need Index | Priority Need Index |
|--|---------|--------|------------|---------------------|
| 115. The teachers and students have access to consultants and to the most recent advances within each area. | 4.95 | 3.71 | 1.14 | 5.53 |
| 116. Administrators are involved in some type of professional development program. | 4.74 | 3.99 | 0.76 | 3.58 |
| 117. The administration supports careers enhancement possibilities for the staff members. | 4.78 | 3.85 | 0.93 | 4.42 |
| 118. Teaching excellence in the program is recognized. | 4.82 | 3.87 | 0.96 | 4.63 |
| 119. Staff development learning goals and objectives are developed by teachers. | 4.77 | 3.78 | 0.99 | 4.72 |
| 120. There is scheduled time for discussion and deliberation of gifted/talented issues at staff meetings. | 4.74 | 3.31 | 1.43 | 6.77 |
| X. PARENTAL INVOLVEMENT AND COMMITMENT | 4.76 | 3.73 | 1.04 | 4.93 |
| 121. Procedures for parental involvement in the program are clearly communicated to parents and used consistently. | 4.77 | 3.71 | 1.07 | 5.08 |
| 122. Parents have options for becoming involved in activities that support the gifted and talented instructional program. | 4.78 | 4.00 | 0.79 | 3.75 |
| 123. The program's staff members provide parents with information and techniques for helping students develop their giftedness or talents. | 4.63 | 3.52 | 1.11 | 5.12 |
| 124. There is frequent two-way communication between parents and the gifted and talented program's staff. | 4.74 | 3.75 | 0.99 | 4.68 |

APPENDIX D

| Questions by Function | Desired | Actual | Need Index | Priority Need Index |
|--|---------|--------|------------|---------------------|
| 125. Parents are aware of their responsibilities for helping students develop their giftedness or talents. | 4.74 | 3.57 | 1.16 | 5.52 |
| 126. Parents realize the vocational value of all of the gifted and talented program's courses. | 4.71 | 3.50 | 1.21 | 5.68 |
| 127. Parents of gifted and talented students support the program. | 4.89 | 4.18 | 0.72 | 3.50 |
| 128. Parents who supported their children's involvement in the Center at the junior high level also support it as strongly at the senior high level. | 4.85 | 3.51 | 1.34 | 6.49 |
| 129. Teachers encourage parents to keep track of student progress. | 4.80 | 3.97 | 0.83 | 3.98 |
| 130. Most parents are aware of the gifted and talented program goals. | 4.81 | 3.61 | 1.20 | 5.75 |
| 131. Encouraging parental involvement is an integral part of the program's plans. | 4.70 | 3.71 | 0.99 | 4.67 |
| XI. AUXILIARY SUPPORT AND STAFF | 4.72 | 3.61 | 1.11 | 5.22 |
| 132. Effective guidance and counseling are readily available to each student in the gifted and talented program. | 4.79 | 3.05 | 1.74 | 8.34 |
| 133. The gifted and talented program's guidance program helps students acquire an understanding of vocational trends. | 4.66 | 2.99 | 1.67 | 7.79 |
| 134. Helping the student to explore career possibilities is an important part of the total gifted and talented program. | 4.61 | 3.52 | 1.08 | 4.98 |
| 135. The guidance program helps students to realize the connection between their course work and their career goals. | 4.61 | 3.14 | 1.47 | 6.77 |
| 136. The librarians at the Center and Handley ask for teacher suggestions when selecting new materials for the library. | 4.76 | 4.07 | 0.69 | 3.26 |

APPENDIX D

| Questions by Function | Desired | Actual | Need Index | Priority Need Index |
|---|---------|--------|------------|---------------------|
| 137. The library personnel keep the building staff up-to-date regarding available materials. | 4.76 | 4.11 | 0.64 | 3.06 |
| 138. Materials found in the library are appropriate to the students served. | 4.81 | 3.98 | 0.83 | 4.01 |
| 139. Audio visual materials are available for classroom use. | 4.74 | 4.07 | 0.67 | 3.17 |
| 140. Adequate time in the library is provided to students to select materials. | 4.76 | 3.93 | 0.83 | 3.93 |
| 141. The library collection adequately serves the needs of staff and students. | 4.72 | 3.28 | 1.44 | 6.80 |
| XII. LEADERSHIP BY PRINCIPAL | 4.63 | 3.75 | 0.88 | 4.09 |
| 142. The principals at the Center and at Handley believe that all students can learn. | 4.77 | 4.45 | 0.32 | 1.53 |
| 143. The principals have a clear understanding of the program's goals and are able to clearly articulate them. | 4.81 | 4.33 | 0.48 | 2.31 |
| 144. The principals are the instructional leaders. | 4.53 | 3.98 | 0.55 | 2.48 |
| 145. The principals make frequent classroom observations to monitor instruction. | 4.51 | 3.16 | 1.35 | 6.10 |
| 146. The principals initiate organized and systematic improvement procedures. | 4.52 | 3.55 | 0.97 | 4.36 |
| 147. The principals promote methods that are known to create effective schools. | 4.65 | 3.80 | 0.85 | 3.97 |
| 148. The principals carefully monitor new practices. | 4.52 | 3.41 | 1.11 | 5.00 |
| 149. The gifted and talented principals are viewed by teachers as having relevant instructional expertise as well as management skills. | 4.62 | 3.45 | 1.17 | 5.41 |

APPENDIX D

| Questions by Function | Desired | Actual | Need Index | Priority Need Index |
|--|---------|--------|------------|---------------------|
| 150. The principals actively encourage comprehensive programs including multiple-methods of identification, staff development, program evaluation and revision, and support system such as counseling. | 4.65 | 3.69 | 0.96 | 4.46 |
| 151. The principals use principles of supervision and feedback to communicate with teachers regarding their instructional methods in gifted/talented programs. | 4.56 | 3.49 | 1.08 | 4.92 |
| 152. The principals are active partners in long- and short-range planning. | 4.60 | 3.79 | 0.82 | 3.76 |
| 153. The principals provide an encouraging climate for innovation and exploration by teachers and students. | 4.76 | 3.93 | 0.83 | 3.95 |
| 154. The principals use suggestions from their staff, teachers, and from the community-at-large to assist in planning and decision making. | 4.71 | 3.71 | 1.00 | 4.72 |
| XIII. COMMUNICATIONS/PUBLIC RELATIONS | 4.76 | 3.98 | 0.78 | 3.72 |
| 155. The gifted and talented program conducts business in a manner that inspires public confidence. | 4.77 | 3.97 | 0.80 | 3.79 |
| 156. The program administration provides the general public with accurate reports on its performance. | 4.67 | 3.58 | 1.09 | 5.09 |
| 157. Important information relevant to the program and/or its students is provided in a timely and intelligible fashion to parents, staff, and students. | 4.72 | 4.06 | 0.67 | 3.15 |
| 158. Parents are told about student successes. | 4.80 | 4.21 | 0.59 | 2.82 |
| 159. The principals work to gain community support for the gifted and talented program. | 4.75 | 3.95 | 0.80 | 3.77 |

APPENDIX D

| Questions by Function | Desired | Actual | Need Index | Priority Need Index |
|---|---------|--------|------------|---------------------|
| 160. The principals provide the community with information about the effectiveness of the program. | 4.71 | 3.68 | 1.04 | 4.89 |
| 161. Achievement results are shared with parents. | 4.82 | 4.21 | 0.61 | 2.93 |
| 162. Achievement results are shared with students. | 4.77 | 4.09 | 0.68 | 3.25 |
| 163. The student progress reporting procedure gives parents a clear understanding of their child's progress. | 4.86 | 4.10 | 0.76 | 3.68 |
| 164. The principals serve as a communication link between the Board, the parents, and the community concerning the program. | 4.74 | 3.96 | 0.79 | 3.73 |

APPENDIX E

ELEMENTARY PROFESSIONAL STAFF (EPS): AVERAGE "DESIRED" AND "ACTUAL" RESPONSES TO THE GIFTED AND TALENTED NEEDS ASSESSMENT RANKED ACCORDING TO FUNCTION FROM HIGHEST TO LOWEST PRIORITY NEED INDEX--SPRING, 1987.

| FUNCTION | Rank | Desired | Actual | Need Index | Priority Need Index |
|--|------|---------|--------|------------|---------------------|
| Auxiliary Support and Staff | 1 | 4.85 | 2.93 | 1.92 | 9.32 |
| Identification of Gifted/Talented Students | 2 | 4.80 | 3.90 | 0.90 | 8.25 |
| Staff Development | 3 | 4.89 | 3.21 | 1.69 | 4.30 |
| General Administration | 4 | 4.80 | 4.05 | 0.75 | 3.60 |
| Parental Involvement and Commitment | 5 | 4.77 | 4.07 | 0.70 | 3.36 |
| Leadership by Principal | 6 | 4.76 | 4.15 | 0.61 | 2.91 |
| Culturally Deprived Students | 7 | 4.97 | 4.43 | 0.55 | 2.71 |
| Communications/Public Relations | 8 | 4.90 | 4.37 | 0.53 | 2.62 |
| Teacher Values and Approaches | 9 | 4.79 | 4.26 | 0.53 | 2.52 |
| Classroom Management | 10 | 4.92 | 4.44 | 0.48 | 2.34 |
| Personal Development of the Student | 11 | 4.86 | 4.38 | 0.48 | 2.33 |
| Educational Programs--Elementary | 12 | 4.82 | 4.44 | 0.38 | 1.83 |

APPENDIX F

ELEMENTARY PROFESSIONAL STAFF (EPS) AVERAGE "DESIRED" AND AVERAGE "ACTUAL" RESPONSES TO THE GIFTED AND TALENTED NEEDS ASSESSMENT BY FUNCTION AND QUESTION SPRING, 1987.

| Questions by Function | Desired | Actual | Need Index | Priority Need Index |
|---|---------|--------|------------|---------------------|
| I. GENERAL ADMINISTRATION | 4.80 | 4.05 | 0.75 | 3.60 |
| 1. Planning is a continuous process in the gifted and talented program. | 4.85 | 4.54 | 0.31 | 1.50 |
| 2. The program's budget allows for allocation of resources to achieve high priority objectives. | 4.92 | 3.00 | 1.92 | 9.45 |
| 3. Research findings are used in planning and improving educational programs. | 4.54 | 3.62 | 0.92 | 4.18 |
| 4. Instructional program evaluation is accomplished by comparing actual results with the goals and objectives of the program. | 4.75 | 4.00 | 0.75 | 3.56 |
| 5. Program improvement efforts are periodically reviewed; progress is noted and the improvement focus is renewed and redirected. | 4.62 | 3.92 | 0.70 | 3.23 |
| 6. Test results, grade reports, attendance records and other methods are used to spot potential problems. | 5.00 | 4.69 | 0.31 | 1.55 |
| 7. Students are well served by a gifted and talented program situated in one location. | 4.77 | 4.08 | 0.69 | 3.29 |
| 8. The school buildings provide a safe environment for staff and students. | 4.85 | 4.08 | 0.77 | 3.73 |
| 9. Assessment results are used by teachers for instructional diagnosis and to evaluate their own teaching methods and check student progress. | 4.77 | 4.17 | 0.60 | 2.86 |
| 10. The major goals of the gifted and talented program are set with respect to the students' needs. | 4.92 | 4.38 | 0.54 | 2.66 |

APPENDIX F

| Questions by Function | Desired | Actual | Need Index | Priority Need Index |
|--|---------|--------|------------|---------------------|
| II. IDENTIFICATION OF GIFTED/TALENTED STUDENTS | 4.89 | 3.21 | 1.69 | 8.25 |
| 11. Students are nominated through a variety of sources including parent, teacher, administrator, and test score referrals. | 5.00 | 4.15 | 0.85 | 4.25 |
| 12. The identification of gifted and talented students is an ongoing process, not an annual event. | 5.00 | 3.67 | 1.33 | 6.65 |
| 13. Identification occurs as early in the students' lives as is possible. | 4.92 | 3.62 | 1.30 | 6.40 |
| 14. The identification process includes measures of student motivation, interests, and maturity. | 4.54 | 3.18 | 1.36 | 6.17 |
| 15. Emphasis is given to identifying gifted/talented students in culturally disadvantaged groups. | 4.92 | 2.85 | 2.07 | 10.18 |
| 16. All the teachers in the district participate in inservices on how to identify gifted/talented students. | 4.92 | 2.10 | 2.82 | 13.87 |
| 17. The currently used method of identifying gifted and talented students adequately identifies those students who would most benefit from participation in the gifted and talented program. | 4.92 | 3.08 | 1.84 | 9.05 |
| 18. The currently used method of identifying gifted/talented students adequately screens out those students who should not participate in the gifted and talented program. | 4.92 | 3.00 | 1.92 | 9.45 |

APPENDIX F

| Questions by Function | Desired | Actual | Need Index | Priority Need Index |
|---|---------|--------|------------|---------------------|
| III. CULTURALLY DEPRIVED STUDENTS | 4.97 | 4.43 | 0.55 | 2.71 |
| 19. Female students are offered chances to consider careers in math and science fields. | 5.00 | 4.83 | 0.17 | 0.85 |
| 20. Students are counseled toward all careers in which they have an interest, regardless of how disproportionate in minority representatives a career might be. | 4.92 | 3.75 | 1.17 | 5.76 |
| 21. Female and minority students are provided with positive role models in many varying careers. | 5.00 | 4.08 | 0.92 | 4.60 |
| 22. Teachers treat minority and female students with regard to their aptitudes and abilities, not with regard to stereotyped images. | 5.00 | 4.62 | 0.38 | 1.90 |
| 23. Math and science teachers encourage attendance and participation by female students in their classes. | 5.00 | 4.83 | 0.17 | 0.85 |
| 24. Examples and methods of teaching used in the classroom relate to minority and/or female perspectives as well as to majority perspectives. | 4.92 | 4.46 | 0.46 | 2.26 |
| IV. EDUCATIONAL PROGRAMS - SECONDARY | --- | --- | --- | --- |
| 25. A value system emphasizing achievement is shared by the gifted and talented staff, students, and parents/community. | --- | --- | --- | --- |
| 26. Learning goals and objectives are clearly defined. | --- | --- | --- | --- |
| 27. Secondary students benefit from spending a half day with their same age peers. | --- | --- | --- | --- |
| 28. The public is satisfied with achievement at the Center for the Arts and Sciences. | --- | --- | --- | --- |

* = "---" indicates that the function or question was not asked of this particular respondent group.

APPENDIX F

| Questions by Function | Desired | Actual | Need Index | Priority Need Index |
|--|---------|--------|------------|---------------------|
| 29. The courses of instruction are modified frequently to keep them current. | -- | -- | -- | — |
| 30. The course work illustrates the inter-relatedness of the various disciplines. | -- | -- | -- | — |
| 31. The schedules and/or courses allow for students who are working in different disciplines to work together to see what their respective areas have in common. | -- | -- | -- | — |
| 32. Many of the courses provide "hands on" experience. | -- | -- | -- | — |
| 33. Special attention is focused on building good continuity across grade levels and programs. | -- | -- | -- | — |
| 34. Provisions are outlined for coordination between teachers in the Center and in the home school classrooms. | -- | -- | -- | — |
| 35. Collaborative curriculum planning and decision making are typical. | -- | -- | -- | — |
| 36. Students attend the Center to take courses in subjects at a more advanced level than is offered at their home school. | -- | -- | -- | — |
| 37. The Honors' programs in the high schools do a sufficient job of providing advanced course work to gifted students. | -- | -- | -- | — |
| 38. Information on drug education at the Center is offered at the appropriate level. | -- | -- | -- | — |
| 39. Student achievement levels assist in future curricular planning. | -- | -- | -- | — |
| 40. Curricular plans on a given topic allow students to select a sub-topic for in-depth, independent study. | -- | -- | -- | — |

APPENDIX F

| Questions by Function | Desired | Actual | Need Index | Priority Need Index |
|---|---------|--------|------------|---------------------|
| 41. Teachers at the Center integrate basic and higher level thinking skills into the curriculum. | -- | -- | -- | -- |
| 42. The course work helps to develop students' skills in research methods. | -- | -- | -- | -- |
| 43. Learning activities at the Center take place at a more appropriate pace than in the home school classroom. | -- | -- | -- | -- |
| V. EDUCATIONAL PROGRAMS - ELEMENTARY | 4.82 | 4.44 | 0.38 | 1.83 |
| 44. A value system emphasizing academic achievement is shared by the gifted and talented staff, students and parents/community. | 4.85 | 4.38 | 0.47 | 2.28 |
| 45. Learning goals and objectives are clearly defined. | 4.77 | 3.77 | 1.00 | 4.77 |
| 46. Standards for learning are both challenging and attainable. | 4.77 | 4.38 | 0.39 | 1.86 |
| 47. Students are challenged at the elementary level by attending Handley. | 4.92 | 4.92 | 0.00 | 0.00 |
| 48. Promotion at Handley is based on achievement rather than time spent in the classroom. | 4.75 | 4.33 | 0.42 | 2.00 |
| 49. Handley does a good job preparing students for their next level of education. | 5.00 | 5.00 | 0.00 | 0.00 |
| 50. Elementary homework is regularly assigned and checked. | 4.69 | 4.33 | 0.36 | 1.69 |
| 51. Children have opportunities to write. | 4.92 | 4.77 | 0.15 | 0.74 |
| 52. A special effort is made at Handley to challenge more able elementary students. | 5.00 | 4.92 | 0.08 | 0.40 |

APPENDIX F

| Questions by Function | Desired | Actual | Need Index | Priority Need Index |
|--|---------|--------|------------|---------------------|
| 53. Elementary courses of instruction are modified frequently enough to keep them current. | 4.85 | 4.38 | 0.47 | 2.28 |
| 54. Handley does a good job of teaching reading, writing, and arithmetic. | 4.92 | 4.38 | 0.54 | 2.66 |
| 55. Handley teachers explain to students the objectives of their lessons, so that students realize what knowledge and skills they will be expected to learn. | 5.00 | 4.58 | 0.42 | 2.10 |
| 56. Handley's curriculum is congruent with the regular elementary curriculum. | 4.46 | 4.42 | 0.04 | 0.18 |
| 57. The Handley staff coordinates instruction grade-to-grade and plans the curriculum sequentially. | 4.69 | 4.08 | 0.61 | 2.86 |
| 58. Given the resources available, the public is satisfied with academic achievement at Handley. | 4.77 | 4.46 | 0.31 | 1.48 |
| 59. Many of the courses provide "hands on" experience. | 4.85 | 4.23 | 0.62 | 3.01 |
| 60. Co-curricular activities are available for students who wish to participate in them. | 4.92 | 4.82 | 0.10 | 0.49 |
| 61. Teachers at Handley do a good job of teaching health education (which includes a component on sex education). | 4.67 | 4.00 | 0.67 | 3.13 |
| 62. Information on drug education at Handley is offered at the appropriate level. | 4.75 | 4.00 | 0.75 | 3.56 |
| 63. Student achievement levels determine future academic planning. | 4.83 | 4.27 | 0.56 | 2.70 |
| 64. Learning activities at Handley take place at a more appropriate pace than in the regular classroom for academically talented students. | 4.92 | 4.92 | 0.00 | 0.00 |

APPENDIX F

| Questions by Function | Desired | Actual | Need Index | Priority Need Index |
|---|---------|--------|------------|---------------------|
| VI. PERSONAL DEVELOPMENT OF THE STUDENT | 4.86 | 4.38 | 0.48 | 2.33 |
| 65. Students have opportunities to practice leadership skills. | 4.92 | 4.38 | 0.54 | 2.66 |
| 66. The program teaches students problem solving techniques. | 4.92 | 4.62 | 0.30 | 1.48 |
| 67. Students have opportunities to work with other students of similar and dissimilar abilities and interests. | 4.85 | 4.46 | 0.39 | 1.89 |
| 68. Students are encouraged and assisted in developing career plans. | 4.75 | 3.82 | 0.93 | 4.42 |
| 69. The visual and performing art classes at the Center have career establishing components as do academic courses. | 4.91 | 4.40 | 0.51 | 2.50 |
| 70. Helping the student to explore career possibilities is an important part of the school program. | 4.58 | 3.50 | 1.08 | 4.95 |
| 71. Students are expected to complete their work and meet recognized standards of quality. | 4.92 | 4.42 | 0.50 | 2.46 |
| 72. Students have the opportunity to develop a sense of responsibility and self-reliance. | 4.92 | 4.54 | 0.38 | 1.87 |
| 73. Students are encouraged to be independent thinkers. | 4.92 | 4.46 | 0.46 | 2.26 |
| 74. The gifted and talented program tries to develop an appreciation of learning in each student. | 4.92 | 4.58 | 0.34 | 1.67 |
| 75. Students are encouraged to be concerned for other people and their personal property. | 4.92 | 4.15 | 0.77 | 3.79 |
| 76. The program provides students with exposure to a variety of fields of study. | 4.92 | 4.42 | 0.50 | 2.46 |

APPENDIX F

| Questions by Function | Desired | Actual | Need Index | Priority Need Index |
|---|-------------|-------------|-------------|---------------------|
| 77. The gifted and talented program encourages students to recognize and realize their aptitudes, abilities, interests, and needs. | 4.85 | 4.46 | 0.39 | 1.89 |
| 78. The program encourages students to establish and pursue challenging goals. | 4.85 | 4.62 | 0.23 | 1.12 |
| 79. The program fosters the development of logical and convergent thinking in the students. | 4.83 | 4.58 | 0.25 | 1.21 |
| 80. The gifted and talented program encourages the development of problem solving through complex and abstract thinking in the students. | 4.83 | 4.83 | 0.00 | 0.00 |
| 81. The gifted and talented program fosters the development of independent (self-directed) study skills and academic self-discipline in the students. | 4.83 | 4.25 | 0.58 | 2.80 |
| VII. CLASSROOM MANAGEMENT | 4.92 | 4.44 | 0.48 | 2.34 |
| 82. Parents are notified of discipline problems. | 4.92 | 4.58 | 0.34 | 1.67 |
| 83. Administrators support teachers in student discipline matters. | 5.00 | 4.92 | 0.08 | 0.40 |
| 84. The Center and Handley have good discipline. | 5.00 | 3.92 | 1.08 | 5.40 |
| 85. Teachers motivate students by using rewards rather than punishments. | 4.92 | 4.18 | 0.74 | 3.64 |
| 86. Students are aware of classroom rules. | 4.92 | 4.91 | 0.01 | 0.05 |
| 87. A secure, attractive environment is provided where the emphasis is on achievement. | 4.83 | 4.58 | 0.25 | 1.21 |
| 88. An orderly, productive working atmosphere is generally maintained and time spent on classroom management is minimal. | 4.83 | 4.00 | 0.83 | 4.01 |

APPENDIX F

| Questions by Function | Desired | Actual | Need Index | Priority Need Index |
|---|---------|--------|------------|---------------------|
| VIII. TEACHER VALUES AND APPROACHES | 4.79 | 4.26 | 0.53 | 2.52 |
| 89. Program teachers focus student attention on lesson objectives by stating them plainly and referring to them frequently. | 4.75 | 4.09 | 0.66 | 3.14 |
| 90. Teachers set and maintain a brisk instructional pace. | 4.75 | 4.73 | 0.02 | 0.10 |
| 91. Teachers communicate effectively. | 4.83 | 4.33 | 0.50 | 2.41 |
| 92. Teachers explain and demonstrate rather than just assign seat work. | 4.83 | 4.25 | 0.58 | 2.80 |
| 93. Teachers emphasize active student participation in their classes. | 4.83 | 4.50 | 0.33 | 1.59 |
| 94. Teachers teach at the correct level of difficulty to promote student learning. | 4.83 | 4.33 | 0.50 | 2.41 |
| 95. Teachers work on accomplishing the instructional goals and objectives with students. | 4.83 | 4.58 | 0.25 | 1.21 |
| 96. Teachers know which skills are of highest priority and the prerequisites needed by students to learn the skills. | 4.91 | 4.45 | 0.46 | 2.26 |
| 97. Learning tasks are matched to lesson content so student success rate is high. | 4.83 | 4.17 | 0.66 | 3.19 |
| 98. Regular, focused reviews of key concepts and skills check on and strengthen student retention. | 4.67 | 4.08 | 0.59 | 2.76 |
| 99. Feedback from instructional observations emphasizes improving instruction and boosting student achievement. | 4.83 | 4.33 | 0.50 | 2.41 |
| 100. Feedback to students is tied to learning objectives. | 4.83 | 4.42 | 0.41 | 1.98 |
| 101. To check understanding, teachers ask clear, open-ended questions and make sure all students have a good chance to respond. | 4.83 | 4.17 | 0.66 | 3.19 |

APPENDIX F

| Questions by Function | Desired | Actual | Need Index | Priority Need Index |
|---|---------|--------|------------|---------------------|
| 102. Classroom routines are smooth and efficient. | 4.75 | 4.08 | 0.67 | 3.18 |
| 103. Teachers have assignments or activities ready when students arrive. | 4.83 | 4.42 | 0.41 | 1.98 |
| 104. Very little time is spent on non-learning activities. | 4.92 | 4.25 | 0.67 | 3.30 |
| 105. Teachers know curriculum policies and priorities. | 5.00 | 4.50 | 0.50 | 2.50 |
| 106. Teachers are responsive to the student's point of view. | 4.58 | 4.25 | 0.33 | 1.51 |
| 107. Teachers are competent in student counseling services. | 4.58 | 3.18 | 1.40 | 6.41 |
| 108. Teachers function more like facilitators than directors in their approaches to the students' course work. | 4.58 | 4.17 | 0.41 | 1.88 |
| IX. STAFF DEVELOPMENT | 4.80 | 3.90 | 0.90 | 4.30 |
| 109. Within the program, emphasis is given to staff development and teacher skill building. | 4.75 | 4.58 | 0.17 | 0.81 |
| 110. Staff development programs are effectively coordinated. | 4.83 | 4.17 | 0.66 | 3.19 |
| 111. The gifted and talented program has an effective inservice training program for improving teaching skills. | 4.83 | 3.83 | 1.00 | 4.83 |
| 112. The inservices provide valuable teaching tools or information. | 4.83 | 3.92 | 0.91 | 4.40 |
| 113. Content in staff development sessions addresses instructional issues and priorities. | 4.83 | 3.92 | 0.91 | 4.40 |
| 114. Staff development and training are supported with time and other necessary resources. | 4.75 | 3.67 | 1.08 | 5.13 |

APPENDIX F

| Questions by Function | Desired | Actual | Need Index | Priority Need Index |
|--|---------|--------|------------|---------------------|
| 115. The teachers and students have access to consultants and to the most recent advances within each area. | 4.83 | 3.42 | 1.41 | 6.81 |
| 116. Administrators are involved in some type of professional development program. | 4.75 | 3.80 | 0.95 | 4.51 |
| 117. The administration supports careers enhancement possibilities for the staff members. | 4.75 | 3.83 | 0.92 | 4.37 |
| 118. Teaching excellence in the program is recognized. | 4.92 | 4.00 | 0.92 | 4.53 |
| 119. Staff development learning goals and objectives are developed by teachers. | 4.83 | 3.92 | 0.91 | 4.40 |
| 120. There is scheduled time for discussion and deliberation of gifted/talented issues at staff meetings. | 4.67 | 3.75 | 0.92 | 4.30 |
| X. PARENTAL INVOLVEMENT AND COMMITMENT | 4.77 | 4.07 | 0.70 | 3.36 |
| 121. Procedures for parental involvement in the program are clearly communicated to parents and used consistently. | 4.83 | 4.17 | 0.66 | 3.19 |
| 122. Parents have options for becoming involved in activities that support the gifted and talented instructional program. | 4.83 | 4.25 | 0.58 | 2.80 |
| 123. The program's staff members provide parents with information and techniques for helping students develop their giftedness or talents. | 4.67 | 4.00 | 0.67 | 3.13 |
| 124. There is frequent two-way communication between parents and the gifted and talented program's staff. | 4.75 | 4.25 | 0.50 | 2.38 |

APPENDIX F

| Questions by Function | Desired | Actual | Need Index | Priority Need Index |
|--|---------|--------|------------|---------------------|
| 125. Parents are aware of their responsibilities for helping students develop their giftedness or talents. | 4.67 | 3.75 | 0.92 | 4.30 |
| 126. Parents realize the vocational value of all of the gifted and talented program's courses. | 4.67 | 3.73 | 0.94 | 4.39 |
| 127. Parents of gifted and talented students support the program. | 4.83 | 4.58 | 0.25 | 1.21 |
| 128. Parents who supported their children's involvement in the Center at the junior high level also support it as strongly at the senior high level. | 4.91 | 3.33 | 1.58 | 7.76 |
| 129. Teachers encourage parents to keep track of student progress. | 4.83 | 4.33 | 0.50 | 2.41 |
| 130. Most parents are aware of the gifted and talented program goals. | 4.83 | 4.09 | 0.74 | 3.57 |
| 131. Encouraging parental involvement is an integral part of the program's plans. | 4.67 | 4.27 | 0.40 | 1.87 |
| XI. AUXILIARY SUPPORT AND STAFF | 4.85 | 2.93 | 1.92 | 9.32 |
| 132. Effective guidance and counseling are readily available to each student in the gifted and talented program. | 5.00 | 1.08 | 3.92 | 19.60 |
| 133. The gifted and talented program's guidance program helps students acquire an understanding of vocational trends. | 5.00 | 1.73 | 3.27 | 16.35 |
| 134. Helping the student to explore career possibilities is an important part of the total gifted and talented program. | 4.50 | 3.00 | 1.50 | 6.75 |
| 135. The guidance program helps students to realize the connection between their course work and their career goals. | 4.58 | 1.89 | 2.69 | 12.32 |
| 136. The librarians at the Center and Handley ask for teacher suggestions when selecting new materials for the library. | 4.92 | 3.67 | 1.25 | 6.15 |

APPENDIX F

| Questions by Function | Desired | Actual | Need Index | Priority Need Index |
|---|---------|--------|------------|---------------------|
| 137. The library personnel keep the building staff up-to-date regarding available materials. | 4.83 | 3.58 | 1.25 | 6.04 |
| 138. Materials found in the library are appropriate to the students served. | 4.92 | 3.67 | 1.25 | 6.15 |
| 139. Audio visual materials are available for classroom use. | 4.92 | 3.50 | 1.42 | 6.99 |
| 140. Adequate time in the library is provided to students to select materials. | 4.92 | 3.92 | 1.00 | 4.92 |
| 141. The library collection adequately serves the needs of staff and students. | 4.92 | 3.25 | 1.67 | 8.22 |
| XII. LEADERSHIP BY PRINCIPAL | 4.76 | 4.15 | 0.61 | 2.91 |
| 142. The principals at the Center and at Handley believe that all students can learn. | 4.92 | 4.83 | 0.09 | 0.44 |
| 143. The principals have a clear understanding of the program's goals and are able to clearly articulate them. | 4.92 | 4.83 | 0.09 | 0.44 |
| 144. The principals are the instructional leaders. | 4.75 | 4.75 | 0.50 | 2.38 |
| 145. The principals make frequent classroom observations to monitor instruction. | 4.75 | 3.17 | 1.58 | 7.51 |
| 146. The principals initiate organized and systematic improvement procedures. | 4.50 | 3.83 | 0.67 | 3.02 |
| 147. The principals promote methods that are known to create effective schools. | 4.67 | 4.17 | 0.50 | 2.34 |
| 148. The principals carefully monitor new practices. | 4.58 | 3.56 | 1.02 | 4.67 |
| 149. The gifted and talented principals are viewed by teachers as having relevant instructional expertise as well as management skills. | 4.83 | 3.83 | 1.00 | 4.83 |

APPENDIX F

| Questions by Function | Desired | Actual | Need Index | Priority Need Index |
|--|---------|--------|------------|---------------------|
| 150. The principals actively encourage comprehensive programs including multiple-methods of identification, staff development, program evaluation and revision, and support system such as counseling. | 4.75 | 4.08 | 0.67 | 3.18 |
| 151. The principals use principles of supervision and feedback to communicate with teachers regarding their instructional methods in gifted/talented programs. | 4.67 | 3.83 | 0.84 | 3.92 |
| 152. The principals are active partners in long- and short-range planning. | 4.75 | 4.42 | 0.33 | 1.57 |
| 153. The principals provide an encouraging climate for innovation and exploration by teachers and students. | 4.92 | 4.67 | 0.25 | 1.23 |
| 154. The principals use suggestions from their staff, teachers, and from the community-at-large to assist in planning and decision making. | 4.83 | 4.42 | 0.41 | 1.98 |
| XIII. COMMUNICATIONS/PUBLIC RELATIONS | 4.90 | 4.37 | 0.53 | 2.62 |
| 155. The gifted and talented program conducts business in a manner that inspires public confidence. | 4.83 | 4.25 | 0.58 | 2.80 |
| 156. The program administration provides the general public with accurate reports on its performance. | 4.83 | 3.83 | 1.00 | 4.83 |
| 157. Important information relevant to the program and/or its students is provided in a timely and intelligible fashion to parents, staff, and students. | 4.83 | 4.50 | 0.33 | 1.59 |
| 158. Parents are told about student successes. | 4.92 | 4.67 | 0.25 | 1.23 |
| 159. The principals work to gain community support for the gifted and talented program. | 4.92 | 4.17 | 0.75 | 3.69 |

APPENDIX F

| Questions by Function | Desired | Actual | Need Index | Priority Need Index |
|---|---------|--------|------------|---------------------|
| 160. The principals provide the community with information about the effectiveness of the program. | 4.83 | 3.83 | 1.00 | 4.83 |
| 161. Achievement results are shared with parents. | 4.92 | 4.83 | 0.09 | 0.44 |
| 162. Achievement results are shared with students. | 5.00 | 4.42 | 0.58 | 2.90 |
| 163. The student progress reporting procedure gives parents a clear understanding of their child's progress. | 5.00 | 4.58 | 0.42 | 2.10 |
| 164. The principals serve as a communication link between the Board, the parents, and the community concerning the program. | 4.92 | 4.58 | 0.34 | 1.67 |

APPENDIX G

ELEMENTARY PARENTS (EP): AVERAGE "DESIRED" AND "ACTUAL" RESPONSES TO THE GIFTED AND TALENTED NEEDS ASSESSMENT RANKED ACCORDING TO FUNCTION FROM HIGHEST TO LOWEST PRIORITY NEED INDEX—SPRING, 1987.

| FUNCTION | Rank | Desired | Actual | Need Index | Priority Need Index |
|--|------|---------|--------|---------------|------------------------|
| Auxiliary Support and Staff | 1 | 4.67 | 3.76 | 0.91 | 4.24 |
| Identification of Gifted/Talented Students | 2 | 4.55 | 3.63 | 0.92 | 4.20 |
| General Administration | 3.5 | 4.63 | 3.85 | 0.78 | 3.63 |
| Parental Involvement and Commitment | 3.5 | 4.79 | 4.03 | 0.76 | 3.62 |
| Personal Development of the Student | 5 | 4.74 | 4.13 | 0.61 | 2.88 |
| Communications/Public Relations | 6 | 4.78 | 4.21 | 0.57 | 2.73 |
| Educational Programs--Elementary | 7 | 4.72 | 4.25 | 0.47 | 2.20 |
| Classroom Management | 8 | 4.86 | 4.44 | 0.42 | 2.05 |
| Culturally Deprived Students | 9 | 4.63 | 4.22 | 0.41 | 1.88 |
| Leadership by Principal | 10 | 4.79 | 4.41 | 0.38 | 1.81 |

APPENDIX H

ELEMENTARY PARENTS (EP) AVERAGE "DESIRED" AND AVERAGE "ACTUAL" RESPONSES TO THE GIFTED AND TALENTED NEEDS ASSESSMENT BY FUNCTION AND QUESTION SPRING, 1987.

| Questions by Function | Desired | Actual | Need Index | Priority Need Index |
|---|---------|--------|------------|---------------------|
| I. GENERAL ADMINISTRATION | 4.63 | 3.85 | 0.78 | 3.68 |
| 1. Planning is a continuous process in the gifted and talented program. | 4.85 | 4.10 | 0.75 | 3.64 |
| 2. The program's budget allows for allocation of resources to achieve high priority objectives. | 4.62 | 3.11 | 1.51 | 6.98 |
| 3. Research findings are used in planning and improving educational programs. | 4.43 | 3.71 | 0.72 | 3.19 |
| 4. Instructional program evaluation is accomplished by comparing actual results with the goals and objectives of the program. | 4.48 | 3.86 | 0.62 | 2.78 |
| 5. Program improvement efforts are periodically reviewed; progress is noted and the improvement focus is renewed and redirected. | 4.63 | 3.68 | 0.95 | 4.40 |
| 6. Test results, grade reports, attendance records and other methods are used to spot potential problems. | 4.61 | 4.09 | 0.52 | 2.40 |
| 7. Students are well served by a gifted and talented program situated in one location. | 4.52 | 4.33 | 0.19 | 0.86 |
| 8. The school buildings provide a safe environment for staff and students. | 4.86 | 3.96 | 0.90 | 4.37 |
| 9. Assessment results are used by teachers for instructional diagnosis and to evaluate their own teaching methods and check student progress. | 4.60 | 3.82 | 0.78 | 3.59 |
| 10. The major goals of the gifted and talented program are set with respect to the students' needs. | 4.72 | 3.83 | 0.89 | 4.20 |

APPENDIX H

| Questions by Function | Desired | Actual | Need Index | Priority Need Index |
|--|---------|--------|------------|---------------------|
| II. IDENTIFICATION OF GIFTED/TALENTED STUDENTS | 4.55 | 3.63 | 0.92 | 4.20 |
| 11. Students are nominated through a variety of sources including parent, teacher, administrator, and test score referrals. | 4.77 | 4.36 | 0.41 | 1.96 |
| 12. The identification of gifted and talented students is an ongoing process, not an annual event. | 4.74 | 3.74 | 1.00 | 4.74 |
| 13. Identification occurs as early in the students' lives as is possible. | 4.60 | 3.72 | 0.88 | 4.05 |
| 14. The identification process includes measures of student motivation, interests, and maturity. | 4.57 | 3.76 | 0.81 | 3.70 |
| 15. Emphasis is given to identifying gifted/ talented students in culturally disadvantaged groups. | 4.12 | 3.80 | 0.32 | 1.32 |
| 16. All the teachers in the district participate in inservices on how to identify gifted/talented students. | 4.71 | 2.98 | 1.73 | 8.15 |
| 17. The currently used method of identifying gifted and talented students adequately identifies those students who would most benefit from participation in the gifted and talented program. | 4.52 | 3.46 | 1.06 | 4.79 |
| 18. The currently used method of identifying gifted/talented students adequately screens out those students who should not participate in the gifted and talented program. | 4.40 | 3.23 | 1.17 | 5.15 |

APPENDIX H

| Questions by Function | Desired | Actual | Need Index | Priority Need Index |
|---|---------|--------|------------|---------------------|
| III. CULTURALLY DEPRIVED STUDENTS | 4.63 | 4.22 | 0.41 | 1.88 |
| 19. Female students are offered chances to consider careers in math and science fields. | 4.69 | 4.37 | 0.32 | 1.50 |
| 20. Students are counseled toward all careers in which they have an interest, regardless of how disproportionate in minority representatives a career might be. | 4.58 | 4.07 | 0.51 | 2.34 |
| 21. Female and minority students are provided with positive role models in many varying careers. | 4.52 | 3.81 | 0.71 | 3.21 |
| 22. Teachers treat minority and female students with regard to their aptitudes and abilities, not with regard to stereotyped images. | 4.71 | 4.37 | 0.34 | 1.60 |
| 23. Math and science teachers encourage attendance and participation by female students in their classes. | 4.71 | 4.53 | 0.18 | 0.85 |
| 24. Examples and methods of teaching used in the classroom relate to minority and/or female perspectives as well as to majority perspectives. | 4.56 | 4.18 | 0.38 | 1.73 |
| IV. EDUCATIONAL PROGRAMS - SECONDARY | —* | — | — | — |
| 25. A value system emphasizing achievement is shared by the gifted and talented staff, students, and parents/community. | — | — | — | — |
| 26. Learning goals and objectives are clearly defined. | — | — | — | — |
| 27. Secondary students benefit from spending a half day with their same age peers. | — | — | — | — |
| 28. The public is satisfied with achievement at the Center for the Arts and Sciences. | — | — | — | — |

* = "—" indicates that the function or question was not asked of this particular respondent group.

APPENDIX H

| Questions by Function | Desired | Actual | Need Index | Priority Need Index |
|--|---------|--------|------------|---------------------|
| 29. The courses of instruction are modified frequently to keep them current. | -- | -- | -- | -- |
| 30. The course work illustrates the inter-relatedness of the various disciplines. | -- | -- | -- | -- |
| 31. The schedules and/or courses allow for students who are working in different disciplines to work together to see what their respective areas have in common. | -- | -- | -- | -- |
| 32. Many of the courses provide "hands on" experience. | -- | -- | -- | -- |
| 33. Special attention is focused on building good continuity across grade levels and programs. | -- | -- | -- | -- |
| 34. Provisions are outlined for coordination between teachers in the Center and in the home school classrooms. | -- | -- | -- | -- |
| 35. Collaborative curriculum planning and decision making are typical. | -- | -- | -- | -- |
| 36. Students attend the Center to take courses in subjects at a more advanced level than is offered at their home school. | -- | -- | -- | -- |
| 37. The Honors' programs in the high schools do a sufficient job of providing advanced course work to gifted students. | -- | -- | -- | -- |
| 38. Information on drug education at the Center is offered at the appropriate level. | -- | -- | -- | -- |
| 39. Student achievement levels assist in future curricular planning. | -- | -- | -- | -- |
| 40. Curricular plans on a given topic allow students to select a sub-topic for in-depth, independent study. | -- | -- | -- | -- |

APPENDIX H

| Questions by Function | Desired | Actual | Need Index | Priority Need Index |
|---|---------|--------|------------|---------------------|
| 41. Teachers at the Center integrate basic and higher level thinking skills into the curriculum. | -- | -- | -- | -- |
| 42. The course work helps to develop students' skills in research methods. | -- | -- | -- | -- |
| 43. Learning activities at the Center take place at a more appropriate pace than in the home school classroom. | -- | -- | -- | -- |
| V. EDUCATIONAL PROGRAMS - ELEMENTARY | 4.72 | 4.25 | 0.47 | 2.20 |
| 44. A value system emphasizing academic achievement is shared by the gifted and talented staff, students and parents/community. | 4.67 | 4.01 | 0.66 | 3.08 |
| 45. Learning goals and objectives are clearly defined. | 4.75 | 3.98 | 0.77 | 3.66 |
| 46. Standards for learning are both challenging and attainable. | 4.90 | 4.30 | 0.60 | 2.94 |
| 47. Students are challenged at the elementary level by attending Handley. | 4.82 | 4.57 | 0.25 | 1.20 |
| 48. Promotion at Handley is based on achievement rather than time spent in the classroom. | 4.68 | 4.48 | 0.20 | 0.94 |
| 49. Handley does a good job preparing students for their next level of education. | 4.91 | 4.62 | 0.29 | 1.42 |
| 50. Elementary homework is regularly assigned and checked. | 4.51 | 4.44 | 0.07 | 0.32 |
| 51. Children have opportunities to write. | 4.85 | 4.58 | 0.27 | 1.31 |
| 52. A special effort is made at Handley to challenge more able elementary students. | 4.83 | 4.34 | 0.49 | 2.37 |

APPENDIX B

| Questions by Function | Desired | Actual | Need Index | Priority Need Index |
|--|---------|--------|------------|---------------------|
| 53. Elementary courses of instruction are modified frequently enough to keep them current. | 4.79 | 4.32 | 0.47 | 2.25 |
| 54. Handley does a good job of teaching reading, writing, and arithmetic. | 4.93 | 4.52 | 0.41 | 2.02 |
| 55. Handley teachers explain to students the objectives of their lessons, so that students realize what knowledge and skills they will be expected to learn. | 4.78 | 4.04 | 0.74 | 3.54 |
| 56. Handley's curriculum is congruent with the regular elementary curriculum. | 4.11 | 3.92 | 0.19 | 0.78 |
| 57. The Handley staff coordinates instruction grade-to-grade and plans the curriculum sequentially. | 4.72 | 4.28 | 0.44 | 2.08 |
| 58. Given the resources available, the public is satisfied with academic achievement at Handley. | 4.78 | 4.35 | 0.43 | 2.06 |
| 59. Many of the courses provide "hands on" experience. | 4.71 | 4.39 | 0.32 | 1.51 |
| 60. Co-curricular activities are available for students who wish to participate in them. | 4.70 | 4.30 | 0.40 | 1.88 |
| 61. Teachers at Handley do a good job of teaching health education (which includes a component on sex education). | 4.49 | 3.61 | 0.88 | 3.95 |
| 62. Information on drug education at Handley is offered at the appropriate level. | 4.73 | 3.80 | 0.93 | 4.40 |
| 63. Student achievement levels determine future academic planning. | 4.53 | 3.94 | 0.59 | 2.67 |
| 64. Learning activities at Handley take place at a more appropriate pace than in the regular classroom for academically talented students. | 4.85 | 4.46 | 0.39 | 1.89 |

APPENDIX H

| Questions by Function | Desired | Actual | Need Index | Priority Need Index |
|---|---------|--------|------------|---------------------|
| VI. PERSONAL DEVELOPMENT OF THE STUDENT | 4.74 | 4.13 | 0.61 | 2.88 |
| 65. Students have opportunities to practice leadership skills. | 4.65 | 4.08 | 0.57 | 2.65 |
| 66. The program teaches students problem solving techniques. | 4.85 | 4.23 | 0.62 | 3.01 |
| 67. Students have opportunities to work with other students of similar and dissimilar abilities and interests. | 4.66 | 4.07 | 0.59 | 2.75 |
| 68. Students are encouraged and assisted in developing career plans. | 4.38 | 3.57 | 0.81 | 3.55 |
| 69. The visual and performing art classes at the Center have career establishing components as do academic courses. | 4.58 | 4.11 | 0.47 | 2.15 |
| 70. Helping the student to explore career possibilities is an important part of the school program. | 4.39 | 3.69 | 0.70 | 3.07 |
| 71. Students are expected to complete their work and meet recognized standards of quality. | 4.85 | 4.57 | 0.28 | 1.36 |
| 72. Students have the opportunity to develop a sense of responsibility and self-reliance. | 4.88 | 4.43 | 0.45 | 2.20 |
| 73. Students are encouraged to be independent thinkers. | 4.85 | 4.46 | 0.39 | 1.89 |
| 74. The gifted and talented program tries to develop an appreciation of learning in each student. | 4.89 | 4.38 | 0.51 | 2.49 |
| 75. Students are encouraged to be concerned for other people and their personal property. | 4.91 | 3.84 | 1.07 | 5.25 |
| 76. The program provides students with exposure to a variety of fields of study. | 4.73 | 4.25 | 0.48 | 2.27 |

APPENDIX H

| Questions by Function | Desired | Actual | Need Index | Priority Need Index |
|---|---------|--------|------------|---------------------|
| 77. The gifted and talented program encourages students to recognize and realize their aptitudes, abilities, interests, and needs. | 4.76 | 4.05 | 0.71 | 3.38 |
| 78. The program encourages students to establish and pursue challenging goals. | 4.70 | 4.11 | 0.59 | 2.77 |
| 79. The program fosters the development of logical and convergent thinking in the students. | 4.78 | 4.23 | 0.55 | 2.63 |
| 80. The gifted and talented program encourages the development of problem solving through complex and abstract thinking in the students. | 4.80 | 4.05 | 0.75 | 3.60 |
| 81. The gifted and talented program fosters the development of independent (self-directed) study skills and academic self-discipline in the students. | 4.84 | 4.03 | 0.81 | 3.92 |
| VII. CLASSROOM MANAGEMENT | 4.86 | 4.44 | 0.42 | 2.05 |
| 82. Parents are notified of discipline problems. | 4.91 | 4.52 | 0.39 | 1.91 |
| 83. Administrators support teachers in student discipline matters. | 4.86 | 4.55 | 0.31 | 1.51 |
| 84. The Center and Handley have good discipline. | 4.94 | 4.19 | 0.75 | 3.71 |
| 85. Teachers motivate students by using rewards rather than punishments. | 4.75 | 4.37 | 0.38 | 1.81 |
| 86. Students are aware of classroom rules. | 4.97 | 4.84 | 0.13 | 0.65 |
| 87. A secure, attractive environment is provided where the emphasis is on achievement. | 4.80 | 4.36 | 0.44 | 2.11 |
| 88. An orderly, productive working atmosphere is generally maintained and time spent on classroom management is minimal. | 4.78 | 4.22 | 0.56 | 2.68 |

APPENDIX H

| Questions by Function | Desired | Actual | Need Index | Priority Need Index |
|---|---------|--------|------------|---------------------|
| VIII. TEACHER VALUES AND APPROACHES | --- | --- | --- | --- |
| 89. Program teachers focus student attention on lesson objectives by stating them plainly and referring to them frequently. | -- | -- | -- | -- |
| 90. Teachers set and maintain a brisk instructional pace. | -- | -- | -- | -- |
| 91. Teachers communicate effectively. | -- | -- | -- | -- |
| 92. Teachers explain and demonstrate rather than just assign seat work. | -- | -- | -- | -- |
| 93. Teachers emphasize active student participation in their classes. | -- | -- | -- | -- |
| 94. Teachers teach at the correct level of difficulty to promote student learning. | -- | -- | -- | -- |
| 95. Teachers work on accomplishing the instructional goals and objectives with students. | -- | -- | -- | -- |
| 96. Teachers know which skills are of highest priority and the prerequisites needed by students to learn the skills. | -- | -- | -- | -- |
| 97. Learning tasks are matched to lesson content so student success rate is high. | -- | -- | -- | -- |
| 98. Regular, focused reviews of key concepts and skills check on and strengthen student retention. | -- | -- | -- | -- |
| 99. Feedback from instructional observations emphasizes improving instruction and boosting student achievement. | -- | -- | -- | -- |
| 100. Feedback to students is tied to learning objectives. | -- | -- | -- | -- |
| 101. To check understanding, teachers ask clear, open-ended questions and make sure all students have a good chance to respond. | -- | -- | -- | -- |

APPENDIX H

| Questions by Function | Desired | Actual | Need Index | Priority Need Index |
|---|---------|--------|------------|---------------------|
| 102. Classroom routines are smooth and efficient. | -- | -- | -- | — |
| 103. Teachers have assignments or activities ready when students arrive. | -- | -- | -- | — |
| 104. Very little time is spent on non-learning activities. | -- | — | -- | — |
| 105. Teachers know curriculum policies and priorities. | -- | -- | -- | — |
| 106. Teachers are responsive to the student's point of view. | -- | -- | -- | — |
| 107. Teachers are competent in student counseling services. | -- | -- | -- | — |
| 108. Teachers function more like facilitators than directors in their approaches to the students' course work. | --- | -- | -- | — |
| IX. STAFF DEVELOPMENT | -- | -- | -- | — |
| 109. Within the program, emphasis is given to staff development and teacher skill building. | -- | -- | -- | -- |
| 110. Staff development programs are effectively coordinated. | -- | -- | -- | — |
| 111. The gifted and talented program has an effective inservice training program for improving teaching skills. | -- | -- | -- | — |
| 112. The inservices provide valuable teaching tools or information. | -- | -- | -- | — |
| 113. Content in staff development sessions addresses instructional issues and priorities. | -- | -- | -- | — |
| 114. Staff development and training are supported with time and other necessary resources. | -- | -- | -- | — |

APPENDIX H

| Questions by Function | Desired | Actual | Need Index | Priority Need Index |
|--|---------|--------|------------|---------------------|
| 115. The teachers and students have access to consultants and to the most recent advances within each area. | -- | -- | -- | -- |
| 116. Administrators are involved in some type of professional development program. | -- | -- | -- | -- |
| 117. The administration supports careers enhancement possibilities for the staff members. | -- | -- | -- | -- |
| 118. Teaching excellence in the program is recognized. | -- | -- | -- | -- |
| 119. Staff development learning goals and objectives are developed by teachers. | -- | -- | -- | -- |
| 120. There is scheduled time for discussion and deliberation of gifted/talented issues at staff meetings. | -- | -- | -- | -- |
| X. PARENTAL INVOLVEMENT AND COMMITMENT | 4.79 | 4.03 | 0.76 | 3.63 |
| 121. Procedures for parental involvement in the program are clearly communicated to parents and used consistently. | 4.75 | 4.03 | 0.72 | 3.42 |
| 122. Parents have options for becoming involved in activities that support the gifted and talented instructional program. | 4.83 | 4.37 | 0.46 | 2.22 |
| 123. The program's staff members provide parents with information and techniques for helping students develop their giftedness or talents. | 4.80 | 3.95 | 0.85 | 4.08 |
| 124. There is frequent two-way communication between parents and the gifted and talented program's staff. | 4.73 | 3.93 | 0.80 | 3.78 |

APPENDIX B

| Questions by Function | Desired | Actual | Need Index | Priority Need Index |
|--|---------|--------|------------|---------------------|
| 125. Parents are aware of their responsibilities for helping students develop their giftedness or talents. | 4.78 | 4.03 | 0.75 | 3.59 |
| 126. Parents realize the vocational value of all of the gifted and talented program's courses. | 4.67 | 3.80 | 0.87 | 4.06 |
| 127. Parents of gifted and talented students support the program. | 4.90 | 4.38 | 0.52 | 2.55 |
| 128. Parents who supported their children's involvement in the Center at the junior high level also support it as strongly at the senior high level. | 4.80 | 3.87 | 0.93 | 4.46 |
| 129. Teachers encourage parents to keep track of student progress. | 4.85 | 4.16 | 0.69 | 3.35 |
| 130. Most parents are aware of the gifted and talented program goals. | 4.82 | 3.81 | 1.01 | 4.87 |
| 131. Encouraging parental involvement is an integral part of the program's plans. | 4.72 | 3.97 | 0.75 | 3.54 |
| XI. AUXILIARY SUPPORT AND STAFF | 4.67 | 3.76 | 0.91 | 4.24 |
| 132. Effective guidance and counseling are readily available to each student in the gifted and talented program. | 4.73 | 3.12 | 1.61 | 7.62 |
| 133. The gifted and talented program's guidance program helps students acquire an understanding of vocational trends. | 4.55 | 3.23 | 1.32 | 6.01 |
| 134. Helping the student to explore career possibilities is an important part of the total gifted and talented program. | 4.38 | 3.59 | 0.79 | 3.46 |
| 135. The guidance program helps students to realize the connection between their course work and their career goals. | 4.46 | 3.48 | 0.98 | 4.37 |
| 136. The librarians at the Center and Handley ask for teacher suggestions when selecting new materials for the library. | 4.74 | 4.12 | 0.62 | 2.94 |

APPENDIX H

| Questions by Function | Desired | Actual | Need Index | Priority Need Index |
|---|---------|--------|------------|---------------------|
| 137. The library personnel keep the building staff up-to-date regarding available materials. | 4.79 | 4.12 | 0.67 | 3.21 |
| 138. Materials found in the library are appropriate to the students served. | 4.80 | 3.96 | 0.84 | 4.03 |
| 139. Audio visual materials are available for classroom use. | 4.71 | 4.27 | 0.44 | 2.07 |
| 140. Adequate time in the library is provided to students to select materials. | 4.71 | 4.06 | 0.65 | 3.06 |
| 141. The library collection adequately serves the needs of staff and students. | 4.80 | 3.63 | 1.17 | 5.62 |
| XII. LEADERSHIP BY PRINCIPAL | 4.79 | 4.41 | 0.38 | 1.81 |
| 142. The principals at the Center and at Handley believe that all students can learn. | 4.91 | 4.76 | 0.15 | 0.74 |
| 143. The principals have a clear understanding of the program's goals and are able to clearly articulate them. | 4.93 | 4.71 | 0.22 | 1.08 |
| 144. The principals are the instructional leaders. | 4.66 | 4.43 | 0.23 | 1.07 |
| 145. The principals make frequent classroom observations to monitor instruction. | 4.70 | 4.07 | 0.63 | 2.96 |
| 146. The principals initiate organized and systematic improvement procedures. | 4.76 | 4.26 | 0.50 | 2.38 |
| 147. The principals promote methods that are known to create effective schools. | 4.82 | 4.45 | 0.37 | 1.78 |
| 148. The principals carefully monitor new practices. | 4.85 | 4.39 | 0.46 | 2.23 |
| 149. The gifted and talented principals are viewed by teachers as having relevant instructional expertise as well as management skills. | 4.71 | 4.44 | 0.27 | 1.27 |

APPENDIX H

| Questions by Function | Desired | Actual | Need Index | Priority Need Index |
|--|---------|--------|------------|---------------------|
| 150. The principals actively encourage comprehensive programs including multiple-methods of identification, staff development, program evaluation and revision, and support system such as counseling. | 4.76 | 4.27 | 0.49 | 2.33 |
| 151. The principals use principles of supervision and feedback to communicate with teachers regarding their instructional methods in gifted/talented programs. | 4.76 | 4.37 | 0.39 | 1.86 |
| 152. The principals are active partners in long- and short-range planning. | 4.80 | 4.44 | 0.36 | 1.73 |
| 153. The principals provide an encouraging climate for innovation and exploration by teachers and students. | 4.83 | 4.43 | 0.40 | 1.93 |
| 154. The principals use suggestions from their staff, teachers, and from the community-at-large to assist in planning and decision making. | 4.80 | 4.37 | 0.43 | 2.06 |
| XIII. COMMUNICATIONS/PUBLIC RELATIONS | 4.78 | 4.21 | 0.57 | 2.73 |
| 155. The gifted and talented program conducts business in a manner that inspires public confidence. | 4.77 | 4.13 | 0.64 | 3.05 |
| 156. The program administration provides the general public with accurate reports on its performance. | 4.72 | 3.86 | 0.86 | 4.06 |
| 157. Important information relevant to the program and/or its students is provided in a timely and intelligible fashion to parents, staff, and students. | 4.83 | 4.22 | 0.61 | 2.95 |
| 158. Parents are told about student successes. | 4.85 | 4.33 | 0.52 | 2.52 |
| 159. The principals work to gain community support for the gifted and talented program. | 4.76 | 4.35 | 0.41 | 1.95 |

APPENDIX H

| Questions by Function | Desired | Actual | Need Index | Priority Need Index |
|---|---------|--------|------------|---------------------|
| 160. The principals provide the community with information about the effectiveness of the program. | 4.66 | 3.94 | 0.72 | 3.36 |
| 161. Achievement results are shared with parents. | 4.84 | 4.49 | 0.35 | 1.69 |
| 162. Achievement results are shared with students. | 4.75 | 4.36 | 0.39 | 1.85 |
| 163. The student progress reporting procedure gives parents a clear understanding of their child's progress. | 4.89 | 4.19 | 0.70 | 3.42 |
| 164. The principals serve as a communication link between the Board, the parents, and the community concerning the program. | 4.78 | 4.27 | 0.51 | 2.44 |

APPENDIX I

SECONDARY PROFESSIONAL STAFF (SPS): AVERAGE "DESIRED" AND "ACTUAL" RESPONSES TO THE GIFTED AND TALENTED NEEDS ASSESSMENT RANKED ACCORDING TO FUNCTION FROM HIGHEST TO LOWEST PRIORITY NEED INDEX—SPRING, 1987.

| FUNCTION | Rank | Desired | Actual | Need Index | Priority Need Index |
|--|------|---------|--------|------------|---------------------|
| Identification of Gifted/Talented Students | 1.5 | 4.80 | 3.32 | 1.48 | 7.09 |
| Parental Involvement and Commitment | 1.5 | 4.83 | 3.36 | 1.47 | 7.09 |
| Staff Development | 3 | 4.80 | 3.80 | 1.01 | 4.84 |
| Educational Programs--Secondary | 4 | 4.69 | 3.74 | 0.95 | 4.46 |
| Communications/Public Relations | 5 | 4.97 | 4.12 | 0.85 | 4.23 |
| Auxiliary Support and Staff | 6 | 4.86 | 4.02 | 0.84 | 4.09 |
| General Administration | 7 | 4.75 | 3.91 | 0.84 | 3.97 |
| Culturally Deprived Students | 8 | 4.86 | 4.19 | 0.67 | 3.25 |
| Personal Development of the Student | 9 | 4.83 | 4.22 | 0.61 | 2.94 |
| Classroom Management | 10 | 4.81 | 4.22 | 0.59 | 2.86 |
| Teacher Values and Approaches | 11 | 4.80 | 4.21 | 0.58 | 2.80 |
| Leadership by Principal | 12 | 4.81 | 4.27 | 0.54 | 2.59 |

APPENDIX J

SECONDARY PROFESSIONAL STAFF (SPS) AVERAGE "DESIRED" AND AVERAGE "ACTUAL" RESPONSES TO THE GIFTED AND TALENTED NEEDS ASSESSMENT BY FUNCTION AND QUESTION SPRING, 1987.

| Questions by Function | Desired | Actual | Need Index | Priority Need Index |
|---|---------|--------|------------|---------------------|
| I. GENERAL ADMINISTRATION | 4.75 | 3.91 | 0.84 | 3.97 |
| 1. Planning is a continuous process in the gifted and talented program. | 5.00 | 4.00 | 1.00 | 5.00 |
| 2. The program's budget allows for allocation of resources to achieve high priority objectives. | 4.94 | 4.31 | 0.63 | 3.11 |
| 3. Research findings are used in planning and improving educational programs. | 4.63 | 3.13 | 1.50 | 6.95 |
| 4. Instructional program evaluation is accomplished by comparing actual results with the goals and objectives of the program. | 4.44 | 3.60 | 0.84 | 3.73 |
| 5. Program improvement efforts are periodically reviewed; progress is noted and the improvement focus is renewed and redirected. | 4.63 | 3.56 | 1.07 | 4.95 |
| 6. Test results, grade reports, attendance records and other methods are used to spot potential problems. | 4.50 | 4.20 | 0.30 | 1.35 |
| 7. Students are well served by a gifted and talented program situated in one location. | 4.94 | 4.19 | 0.75 | 3.71 |
| 8. The school buildings provide a safe environment for staff and students. | 5.00 | 4.50 | 0.50 | 2.50 |
| 9. Assessment results are used by teachers for instructional diagnosis and to evaluate their own teaching methods and check student progress. | 4.53 | 3.57 | 0.96 | 4.35 |
| 10. The major goals of the gifted and talented program are set with respect to the students' needs. | 4.88 | 4.06 | 0.82 | 4.00 |

APPENDIX J

| Questions by Function | Desired | Actual | Need Index | Priority Need Index |
|--|---------|--------|------------|---------------------|
| II. IDENTIFICATION OF GIFTED/TALENTED STUDENTS | 4.80 | 3.32 | 1.48 | 7.09 |
| 11. Students are nominated through a variety of sources including parent, teacher, administrator, and test score referrals. | 5.00 | 4.53 | 0.47 | 2.35 |
| 12. The identification of gifted and talented students is an ongoing process, not an annual event. | 4.88 | 3.60 | 1.28 | 6.25 |
| 13. Identification occurs as early in the students' lives as is possible. | 4.63 | 3.58 | 1.05 | 4.86 |
| 14. The identification process includes measures of student motivation, interests, and maturity. | 4.88 | 3.27 | 1.61 | 7.86 |
| 15. Emphasis is given to identifying gifted/ talented students in culturally disadvantaged groups. | 4.63 | 3.33 | 1.30 | 6.02 |
| 16. All the teachers in the district participate in inservices on how to identify gifted/talented students. | 4.63 | 2.00 | 2.63 | 12.18 |
| 17. The currently used method of identifying gifted and talented students adequately identifies those students who would most benefit from participation in the gifted and talented program. | 4.94 | 3.00 | 1.94 | 9.58 |
| 18. The currently used method of identifying gifted/talented students adequately screens out those students who should not participate in the gifted and talented program. | 4.81 | 3.27 | 1.54 | 7.41 |

APPENDIX J

| Questions by Function | Desired | Actual | Need Index | Priority Need Index |
|---|---------|--------|------------|---------------------|
| III. CULTURALLY DEPRIVED STUDENTS | 4.86 | 4.19 | 0.67 | 3.25 |
| 19. Female students are offered chances to consider careers in math and science fields. | 5.00 | 4.71 | 0.29 | 1.45 |
| 20. Students are counseled toward all careers in which they have an interest, regardless of how disproportionate in minority representatives a career might be. | 4.88 | 3.67 | 1.21 | 5.90 |
| 21. Female and minority students are provided with positive role models in many varying careers. | 4.75 | 3.50 | 1.25 | 5.94 |
| 22. Teachers treat minority and female students with regard to their aptitudes and abilities, not with regard to stereotyped images. | 5.00 | 4.64 | 0.36 | 1.80 |
| 23. Math and science teachers encourage attendance and participation by female students in their classes. | 4.88 | 4.73 | 0.15 | 0.73 |
| 24. Examples and methods of teaching used in the classroom relate to minority and/or female perspectives as well as to majority perspectives. | 4.63 | 3.87 | 0.76 | 3.52 |
| IV. EDUCATIONAL PROGRAMS - SECONDARY | 4.69 | 3.74 | 0.95 | 4.46 |
| 25. A value system emphasizing achievement is shared by the gifted and talented staff, students, and parents/community. | 4.81 | 3.56 | 1.25 | 6.01 |
| 26. Learning goals and objectives are clearly defined. | 4.63 | 3.75 | 0.88 | 4.07 |
| 27. Secondary students benefit from spending a half day with their same age peers. | 4.00 | 4.27 | - 0.27 | - 1.08 |
| 28. The public is satisfied with achievement at the Center for the Arts and Sciences. | 4.94 | 3.43 | 1.51 | 7.46 |

APPENDIX J

| Questions by Function | Desired | Actual | Need Index | Priority Need Index |
|--|---------|--------|------------|---------------------|
| 29. The courses of instruction are modified frequently to keep them current. | 4.81 | 4.20 | 0.61 | 2.93 |
| 30. The course work illustrates the inter-relatedness of the various disciplines. | 4.88 | 3.75 | 1.13 | 5.51 |
| 31. The schedules and/or courses allow for students who are working in different disciplines to work together to see what their respective areas have in common. | 4.56 | 3.19 | 1.37 | 6.25 |
| 32. Many of the courses provide "hands on" experience. | 4.88 | 4.50 | 0.38 | 1.85 |
| 33. Special attention is focused on building good continuity across grade levels and programs. | 4.88 | 3.75 | 1.13 | 5.51 |
| 34. Provisions are outlined for coordination between teachers in the Center and in the home school classrooms. | 4.60 | 2.31 | 2.29 | 10.53 |
| 35. Collaborative curriculum planning and decision making are typical. | 4.53 | 3.21 | 1.32 | 5.98 |
| 36. Students attend the Center to take courses in subjects at a more advanced level than is offered at their home school. | 4.67 | 4.53 | 0.14 | 0.65 |
| 37. The Honors' programs in the high schools do a sufficient job of providing advanced course work to gifted students. | 4.15 | 2.82 | 1.33 | 5.52 |
| 38. Information on drug education at the Center is offered at the appropriate level. | 4.53 | 3.46 | 1.07 | 4.85 |
| 39. Student achievement levels assist in future curricular planning. | 4.93 | 4.07 | 0.86 | 4.24 |
| 40. Curricular plans on a given topic allow students to select a sub-topic for in-depth, independent study. | 4.60 | 3.79 | 0.81 | 3.73 |

APPENDIX J

| Questions by Function | Desired | Actual | Need Index | Priority Need Index |
|---|---------|--------|------------|---------------------|
| 41. Teachers at the Center integrate basic and higher level thinking skills into the curriculum. | 5.00 | 4.27 | 0.73 | 3.65 |
| 42. The course work helps to develop students' skills in research methods. | 4.87 | 3.93 | 0.94 | 4.58 |
| 43. Learning activities at the Center take place at a more appropriate pace than in the home school classroom. | 4.93 | 4.36 | 0.57 | 2.81 |
| V. EDUCATIONAL PROGRAMS - ELEMENTARY | —* | — | — | — |
| 44. A value system emphasizing academic achievement is shared by the gifted and talented staff, students and parents/community. | — | — | — | — |
| 45. Learning goals and objectives are clearly defined. | — | — | — | — |
| 46. Standards for learning are both challenging and attainable. | — | — | — | — |
| 47. Students are challenged at the elementary level by attending Handley. | — | — | — | — |
| 48. Promotion at Handley is based on achievement rather than time spent in the classroom. | — | — | — | — |
| 49. Handley does a good job preparing students for their next level of education. | — | — | — | — |
| 50. Elementary homework is regularly assigned and checked. | — | — | — | — |
| 51. Children have opportunities to write. | — | — | — | — |
| 52. A special effort is made at Handley to challenge more able elementary students. | — | — | — | — |

* = "—" indicates that the function or question was not asked of this particular respondent group.

APPENDIX J

| Questions by Function | Desired | Actual | Need Index | Priority Need Index |
|--|---------|--------|------------|---------------------|
| 53. Elementary courses of instruction are modified frequently enough to keep them current. | -- | -- | -- | -- |
| 54. Handley does a good job of teaching reading, writing, and arithmetic. | -- | -- | -- | -- |
| 55. Handley teachers explain to students the objectives of their lessons, so that students realize what knowledge and skills they will be expected to learn. | -- | -- | -- | -- |
| 56. Handley's curriculum is congruent with the regular elementary curriculum. | -- | -- | -- | -- |
| 57. The Handley staff coordinates instruction grade-to-grade and plans the curriculum sequentially. | -- | -- | -- | -- |
| 58. Given the resources available, the public is satisfied with academic achievement at Handley. | -- | -- | -- | -- |
| 59. Many of the courses provide "hands on" experience. | -- | -- | -- | -- |
| 60. Co-curricular activities are available for students who wish to participate in them. | -- | -- | -- | -- |
| 61. Teachers at Handley do a good job of teaching health education (which includes a component on sex education). | -- | -- | -- | -- |
| 62. Information on drug education at Handley is offered at the appropriate level. | -- | -- | -- | -- |
| 63. Student achievement levels determine future academic planning. | -- | -- | -- | -- |
| 64. Learning activities at Handley take place at a more appropriate pace than in the regular classroom for academically talented students. | -- | -- | -- | -- |

APPENDIX J

| Questions by Function | Desired | Actual | Need Index | Priority Need Index |
|---|---------|--------|------------|---------------------|
| VI. PERSONAL DEVELOPMENT OF THE STUDENT | 4.83 | 4.22 | 0.61 | 2.94 |
| 65. Students have opportunities to practice leadership skills. | 4.87 | 4.00 | 0.87 | 4.24 |
| 66. The program teaches students problem solving techniques. | 4.87 | 4.20 | 0.67 | 3.26 |
| 67. Students have opportunities to work with other students of similar and dissimilar abilities and interests. | 4.80 | 4.13 | 0.67 | 3.22 |
| 68. Students are encouraged and assisted in developing career plans. | 4.67 | 4.07 | 0.60 | 2.80 |
| 69. The visual and performing art classes at the Center have career establishing components as do academic courses. | 4.87 | 4.53 | 0.34 | 1.66 |
| 70. Helping the student to explore career possibilities is an important part of the school program. | 4.80 | 4.47 | 0.33 | 3.07 |
| 71. Students are expected to complete their work and meet recognized standards of quality. | 4.80 | 4.40 | 0.40 | 1.36 |
| 72. Students have the opportunity to develop a sense of responsibility and self-reliance. | 4.93 | 4.33 | 0.60 | 2.20 |
| 73. Students are encouraged to be independent thinkers. | 5.00 | 4.47 | 0.53 | 1.89 |
| 74. The gifted and talented program tries to develop an appreciation of learning in each student. | 4.93 | 4.53 | 0.40 | 2.49 |
| 75. Students are encouraged to be concerned for other people and their personal property. | 5.00 | 4.13 | 0.87 | 5.25 |
| 76. The program provides students with exposure to a variety of fields of study. | 4.53 | 4.20 | 0.33 | 2.27 |

APPENDIX J

| Questions by Function | Desired | Actual | Need Index | Priority Need Index |
|---|---------|--------|------------|---------------------|
| 77. The gifted and talented program encourages students to recognize and realize their aptitudes, abilities, interests, and needs. | 4.87 | 4.33 | 0.54 | 2.63 |
| 78. The program encourages students to establish and pursue challenging goals. | 4.87 | 4.20 | 0.67 | 3.26 |
| 79. The program fosters the development of logical and convergent thinking in the students. | 4.73 | 4.20 | 0.53 | 2.51 |
| 80. The gifted and talented program encourages the development of problem solving through complex and abstract thinking in the students. | 4.73 | 3.87 | 0.86 | 4.07 |
| 81. The gifted and talented program fosters the development of independent (self-directed) study skills and academic self-discipline in the students. | 4.87 | 3.73 | 1.14 | 5.55 |
| VII. CLASSROOM MANAGEMENT | 4.81 | 4.22 | 0.59 | 2.86 |
| 82. Parents are notified of discipline problems. | 4.67 | 4.21 | 0.46 | 2.15 |
| 83. Administrators support teachers in student discipline matters. | 4.80 | 4.60 | 0.20 | 0.96 |
| 84. The Center and Handley have good discipline. | 4.93 | 4.14 | 0.79 | 3.89 |
| 85. Teachers motivate students by using rewards rather than punishments. | 4.57 | 3.77 | 0.80 | 3.66 |
| 86. Students are aware of classroom rules. | 4.93 | 4.33 | 0.60 | 2.96 |
| 87. A secure, attractive environment is provided where the emphasis is on achievement. | 4.93 | 4.36 | 0.57 | 2.81 |
| 88. An orderly, productive working atmosphere is generally maintained and time spent on classroom management is minimal. | 4.87 | 4.13 | 0.74 | 3.60 |

APPENDIX J

| Questions by Function | Desired | Actual | Need Index | Priority Need Index |
|---|---------|--------|------------|---------------------|
| VIII. TEACHER VALUES AND APPROACHES | 4.80 | 4.21 | 0.58 | 2.80 |
| 89. Program teachers focus student attention on lesson objectives by stating them plainly and referring to them frequently. | 4.60 | 4.07 | 0.53 | 2.44 |
| 90. Teachers set and maintain a brisk instructional pace. | 4.47 | 4.07 | 0.40 | 1.79 |
| 91. Teachers communicate effectively. | 4.93 | 4.00 | 0.93 | 4.58 |
| 92. Teachers explain and demonstrate rather than just assign seat work. | 5.00 | 4.87 | 0.13 | 0.65 |
| 93. Teachers emphasize active student participation in their classes. | 5.00 | 4.67 | 0.33 | 1.65 |
| 94. Teachers teach at the correct level of difficulty to promote student learning. | 5.00 | 4.50 | 0.50 | 2.50 |
| 95. Teachers work on accomplishing the instructional goals and objectives with students. | 4.87 | 4.57 | 0.30 | 1.46 |
| 96. Teachers know which skills are of highest priority and the prerequisites needed by students to learn the skills. | 4.93 | 4.33 | 0.60 | 2.96 |
| 97. Learning tasks are matched to lesson content so student success rate is high. | 4.79 | 4.21 | 0.58 | 2.78 |
| 98. Regular, focused reviews of key concepts and skills check on and strengthen student retention. | 4.71 | 4.00 | 0.71 | 3.34 |
| 99. Feedback from instructional observations emphasizes improving instruction and boosting student achievement. | 4.86 | 4.07 | 0.79 | 3.84 |
| 100. Feedback to students is tied to learning objectives. | 4.71 | 4.14 | 0.57 | 2.68 |
| 101. To check understanding, teachers ask clear, open-ended questions and make sure all students have a good chance to respond. | 4.73 | 4.20 | 0.53 | 2.51 |

APPENDIX J

| Questions by Function | Desired | Actual | Need Index | Priority Need Index |
|---|---------|--------|------------|---------------------|
| 102. Classroom routines are smooth and efficient. | 4.73 | 3.93 | 0.80 | 3.78 |
| 103. Teachers have assignments or activities ready when students arrive. | 4.93 | 4.33 | 0.60 | 2.96 |
| 104. Very little time is spent on non-learning activities. | 4.86 | 4.36 | 0.50 | 2.43 |
| 105. Teachers know curriculum policies and priorities. | 4.93 | 4.14 | 0.79 | 3.89 |
| 106. Teachers are responsive to the student's point of view. | 4.87 | 4.33 | 0.54 | 2.63 |
| 107. Teachers are competent in student counseling services. | 4.40 | 3.60 | 0.80 | 3.52 |
| 108. Teachers function more like facilitators than directors in their approaches to the students' course work. | 4.60 | 3.86 | 0.74 | 3.40 |
| IX. STAFF DEVELOPMENT | 4.80 | 3.80 | 1.00 | 4.84 |
| 109. Within the program, emphasis is given to staff development and teacher skill building. | 4.73 | 4.07 | 0.66 | 3.12 |
| 110. Staff development programs are effectively coordinated. | 4.87 | 4.14 | 0.73 | 3.56 |
| 111. The gifted and talented program has an effective inservice training program for improving teaching skills. | 4.87 | 3.67 | 1.20 | 5.84 |
| 112. The inservices provide valuable teaching tools or information. | 4.80 | 4.00 | 0.80 | 3.84 |
| 113. Content in staff development sessions addresses instructional issues and priorities. | 4.87 | 3.47 | 1.40 | 6.82 |
| 114. Staff development and training are supported with time and other necessary resources. | 4.87 | 3.93 | 0.94 | 4.58 |

APPENDIX J

| Questions by Function | Desired | Actual | Need Index | Priority Need Index |
|--|---------|--------|------------|---------------------|
| 115. The teachers and students have access to consultants and to the most recent advances within each area. | 4.87 | 4.00 | 0.87 | 4.24 |
| 116. Administrators are involved in some type of professional development program. | 4.73 | 4.17 | 0.56 | 2.65 |
| 117. The administration supports careers enhancement possibilities for the staff members. | 4.80 | 3.87 | 0.93 | 4.46 |
| 118. Teaching excellence in the program is recognized. | 4.73 | 3.73 | 1.00 | 4.73 |
| 119. Staff development learning goals and objectives are developed by teachers. | 4.71 | 3.64 | 1.07 | 5.04 |
| 120. There is scheduled time for discussion and deliberation of gifted/talented issues at staff meetings. | 4.80 | 2.86 | 1.94 | 9.31 |
| X. PARENTAL INVOLVEMENT AND COMMITMENT | 4.83 | 3.36 | 1.47 | 7.09 |
| 121. Procedures for parental involvement in the program are clearly communicated to parents and used consistently. | 4.80 | 3.20 | 1.60 | 7.68 |
| 122. Parents have options for becoming involved in activities that support the gifted and talented instructional program. | 4.87 | 3.64 | 1.23 | 5.99 |
| 123. The program's staff members provide parents with information and techniques for helping students develop their giftedness or talents. | 4.47 | 2.92 | 1.55 | 6.93 |
| 124. There is frequent two-way communication between parents and the gifted and talented program's staff. | 4.87 | 3.64 | 1.23 | 5.99 |

APPENDIX J

| Questions by Function | Desired | Actual | Need Index | Priority Need Index |
|--|---------|--------|------------|---------------------|
| 125. Parents are aware of their responsibilities for helping students develop their giftedness or talents. | 4.80 | 3.17 | 1.63 | 7.82 |
| 126. Parents realize the vocational value of all of the gifted and talented program's courses. | 4.80 | 2.92 | 1.88 | 9.02 |
| 127. Parents of gifted and talented students support the program. | 5.00 | 3.67 | 1.33 | 6.65 |
| 128. Parents who supported their children's involvement in the Center at the junior-high level also support it as strongly at the senior high level. | 5.00 | 3.25 | 1.75 | 8.75 |
| 129. Teachers encourage parents to keep track of student progress. | 4.80 | 3.93 | 0.87 | 4.18 |
| 130. Most parents are aware of the gifted and talented program goals. | 4.80 | 3.15 | 1.65 | 7.92 |
| 131. Encouraging parental involvement is an integral part of the program's plans. | 4.87 | 3.43 | 1.44 | 7.01 |
| XI. AUXILIARY SUPPORT AND STAFF | 4.86 | 4.02 | 0.84 | 4.09 |
| 132. Effective guidance and counseling are readily available to each student in the gifted and talented program. | 4.87 | 4.00 | 0.87 | 4.24 |
| 133. The gifted and talented program's guidance program helps students acquire an understanding of vocational trends. | 4.60 | 3.15 | 1.45 | 6.67 |
| 134. Helping the student to explore career possibilities is an important part of the total gifted and talented program. | 4.87 | 3.80 | 1.07 | 5.21 |
| 135. The guidance program helps students to realize the connection between their course work and their career goals. | 4.80 | 3.15 | 1.65 | 7.92 |
| 136. The librarians at the Center and Handley ask for teacher suggestions when selecting new materials for the library. | 4.93 | 4.60 | 0.33 | 1.63 |

APPENDIX J

| Questions by Function | Desired | Actual | Need Index | Priority Need Index |
|---|---------|--------|------------|---------------------|
| 137. The library personnel keep the building staff up-to-date regarding available materials. | 4.87 | 4.87 | 0.00 | 0.00 |
| 136. Materials found in the library are appropriate to the students served. | 4.93 | 4.36 | 0.57 | 2.81 |
| 139. Audio visual materials are available for classroom use. | 4.87 | 4.33 | 0.54 | 2.63 |
| 140. Adequate time in the library is provided to students to select materials. | 4.93 | 4.20 | 0.73 | 3.60 |
| 141. The library collection adequately serves the needs of staff and students. | 4.93 | 3.73 | 1.20 | 5.92 |
| XII. LEADERSHIP BY PRINCIPAL | 4.81 | 4.27 | 0.54 | 2.59 |
| 142. The principals at the Center and at Handley believe that all students can learn. | 5.00 | 4.86 | 0.14 | 0.70 |
| 143. The principals have a clear understanding of the program's goals and are able to clearly articulate them. | 4.93 | 4.60 | 0.33 | 1.63 |
| 144. The principals are the instructional leaders. | 4.60 | 4.33 | 0.27 | 1.24 |
| 145. The principals make frequent classroom observations to monitor instruction. | 4.60 | 3.87 | 0.73 | 3.36 |
| 146. The principals initiate organized and systematic improvement procedures. | 4.67 | 4.33 | 0.34 | 1.59 |
| 147. The principals promote methods that are known to create effective schools. | 4.87 | 4.40 | 0.47 | 2.29 |
| 148. The principals carefully monitor new practices. | 4.60 | 4.00 | 0.60 | 2.76 |
| 149. The gifted and talented principals are viewed by teachers as having relevant instructional expertise as well as management skills. | 4.93 | 4.00 | 0.93 | 4.58 |

APPENDIX J

| Questions by Function | Desired | Actual | Need Index | Priority Need Index |
|--|---------|--------|------------|---------------------|
| 150. The principals actively encourage comprehensive programs including multiple-methods of identification, staff development, program evaluation and revision, and support system such as counseling. | 4.93 | 4.33 | 0.60 | 2.96 |
| 151. The principals use principles of supervision and feedback to communicate with teachers regarding their instructional methods in gifted/talented programs. | 4.73 | 4.07 | 0.66 | 3.12 |
| 152. The principals are active partners in long- and short-range planning. | 4.73 | 4.47 | 0.26 | 1.23 |
| 153. The principals provide an encouraging climate for innovation and exploration by teachers and students. | 5.00 | 4.13 | 0.87 | 4.35 |
| 154. The principals use suggestions from their staff, teachers, and from the community-at-large to assist in planning and decision making. | 4.93 | 4.14 | 0.79 | 3.89 |
| XIII. COMMUNICATIONS/PUBLIC RELATIONS | 4.97 | 4.12 | 0.85 | 4.23 |
| 155. The gifted and talented program conducts business in a manner that inspires public confidence. | 5.00 | 4.13 | 0.87 | 4.35 |
| 156. The program administration provides the general public with accurate reports on its performance. | 5.00 | 3.93 | 1.07 | 5.35 |
| 157. Important information relevant to the program and/or its students is provided in a timely and intelligible fashion to parents, staff, and students. | 5.00 | 4.29 | 0.71 | 3.55 |
| 158. Parents are told about student successes. | 4.93 | 4.21 | 0.72 | 3.55 |
| 159. The principals work to gain community support for the gifted and talented program. | 5.00 | 4.20 | 0.80 | 4.00 |

APPENDIX J

| Questions by Function | Desired | Actual | Need Index | Priority Need Index |
|---|---------|--------|------------|---------------------|
| 160. The principals provide the community with information about the effectiveness of the program. | 5.00 | 4.00 | 1.00 | 5.00 |
| 161. Achievement results are shared with parents. | 5.00 | 4.00 | 1.00 | 5.00 |
| 162. Achievement results are shared with students. | 4.93 | 4.13 | 0.80 | 3.94 |
| 163. The student progress reporting procedure gives parents a clear understanding of their child's progress. | 4.93 | 4.13 | 0.80 | 3.94 |
| 164. The principals serve as a communication link between the Board, the parents, and the community concerning the program. | 4.93 | 4.20 | 0.73 | 3.60 |

APPENDIX K

SECONDARY PARENTS (SP): AVERAGE "DESIRED" AND "ACTUAL" RESPONSES TO THE GIFTED AND TALENTED NEEDS ASSESSMENT RANKED ACCORDING TO FUNCTION FROM HIGHEST TO LOWEST PRIORITY NEED INDEX—SPRING, 1987.

| FUNCTION | Rank | Desired | Actual | Need Index | Priority Need Index |
|--|------|---------|--------|------------|---------------------|
| Leadership by Principal . | 1 | 4.17 | 2.16 | 2.01 | 8.37 |
| Parental Involvement and Commitment | 2 | 4.67 | 3.46 | 1.21 | 5.65 |
| Auxiliary Support and Staff | 3 | 4.67 | 3.53 | 1.15 | 5.36 |
| Communications/Public Relations | 4 | 4.38 | 3.22 | 1.17 | 5.12 |
| Identification of Gifted/Talented Students | 5 | 4.41 | 3.51 | 0.90 | 3.97 |
| General Administration | 6 | 4.61 | 3.75 | 0.86 | 3.95 |
| Educational Programs--Secondary | 7 | 4.59 | 3.77 | 0.81 | 3.72 |
| Personal Development of the Student | 8 | 4.74 | 4.07 | 0.67 | 3.19 |
| Classroom Management | 9 | 4.71 | 4.04 | 0.67 | 3.15 |
| Culturally Deprived Students | 10 | 4.60 | 4.09 | 0.51 | 2.34 |

APPENDIX L

SECONDARY PARENTS (SP) AVERAGE "DESIRED" AND AVERAGE "ACTUAL" RESPONSES TO THE GIFTED AND TALENTED NEEDS ASSESSMENT BY FUNCTION AND QUESTION SPRING, 1987.

| Questions by Function | Desired | Actual | Need Index | Priority Need Index |
|---|---------|--------|------------|---------------------|
| I. GENERAL ADMINISTRATION | 4.61 | 3.75 | 0.86 | 3.95 |
| 1. Planning is a continuous process in the gifted and talented program. | 4.87 | 4.00 | 0.87 | 4.24 |
| 2. The program's budget allows for allocation of resources to achieve high priority objectives. | 4.60 | 3.51 | 1.09 | 5.01 |
| 3. Research findings are used in planning and improving educational programs. | 4.53 | 3.62 | 0.91 | 4.12 |
| 4. Instructional program evaluation is accomplished by comparing actual results with the goals and objectives of the program. | 4.42 | 3.44 | 0.98 | 4.33 |
| 5. Program improvement efforts are periodically reviewed; progress is noted and the improvement focus is renewed and redirected. | 4.44 | 3.51 | 0.93 | 4.13 |
| 6. Test results, grade reports, attendance records and other methods are used to spot potential problems. | 4.54 | 3.75 | 0.79 | 3.59 |
| 7. Students are well served by a gifted and talented program situated in one location. | 4.47 | 4.22 | 0.25 | 1.12 |
| 8. The school buildings provide a safe environment for staff and students. | 4.84 | 4.22 | 0.62 | 3.00 |
| 9. Assessment results are used by teachers for instructional diagnosis and to evaluate their own teaching methods and check student progress. | 4.60 | 3.53 | 1.07 | 4.92 |
| 10. The major goals of the gifted and talented program are set with respect to the students' needs. | 4.74 | 3.68 | 1.06 | 5.02 |

APPENDIX L

| Questions by Function | Desired | Actual | Need Index | Priority Need Index |
|--|---------|--------|------------|---------------------|
| II. IDENTIFICATION OF GIFTED/TALENTED STUDENTS | 4.41 | 3.51 | 0.90 | 3.97 |
| 11. Students are nominated through a variety of sources including parent, teacher, administrator, and test score referrals. | 4.71 | 3.98 | 0.73 | 3.44 |
| 12. The identification of gifted and talented students is an ongoing process, not an annual event. | 4.65 | 3.61 | 1.04 | 4.84 |
| 13. Identification occurs as early in the students' lives as is possible. | 4.42 | 3.52 | 0.90 | 3.98 |
| 14. The identification process includes measures of student motivation, interests, and maturity. | 4.55 | 3.52 | 1.03 | 4.69 |
| 15. Emphasis is given to identifying gifted/ talented students in culturally disadvantaged groups. | 3.87 | 3.79 | 0.08 | 0.31 |
| 16. All the teachers in the district participate in inservices on how to identify gifted/talented students. | 4.40 | 3.16 | 1.24 | 5.46 |
| 17. The currently used method of identifying gifted and talented students adequately identifies those students who would most benefit from participation in the gifted and talented program. | 4.39 | 3.35 | 1.04 | 4.57 |
| 18. The currently used method of identifying gifted/talented students adequately screens out those students who should not participate in the gifted and talented program. | 4.31 | 3.18 | 1.13 | 4.87 |

APPENDIX L

| Questions by Function | Desired | Actual | Need Index | Priority Need Index |
|---|---------|--------|------------|---------------------|
| III. CULTURALLY DEPRIVED STUDENTS | 4.60 | 4.09 | 0.51 | 2.34 |
| 19. Female students are offered chances to consider careers in mat' and science fields. | 4.66 | 4.38 | 0.28 | 1.30 |
| 20. Students are counseled toward all careers in which they have an interest, regardless of how disproportionate in minority representatives a career might be. | 4.57 | 3.60 | 0.97 | 4.43 |
| 21. Female and minority students are provided with positive role models in many varying careers. | 4.54 | 3.81 | 0.73 | 3.31 |
| 22. Teachers treat minority and female students with regard to their aptitudes and abilities, not with regard to stereotyped images. | 4.58 | 4.11 | 0.47 | 2.15 |
| 23. Math and science teachers encourage attendance and participation by female students in their classes. | 4.68 | 4.38 | 0.30 | 1.40 |
| 24. Examples and methods of teaching used in the classroom relate to minority and/or female perspectives as well as to majority perspectives. | 4.56 | 4.26 | 0.30 | 1.37 |
| IV. EDUCATIONAL PROGRAMS - SECONDARY | 4.59 | 3.77 | 0.81 | 3.72 |
| 25. A value system emphasizing achievement is shared by the gifted and talented staff, students, and parents/community. | 4.63 | 3.97 | 0.66 | 3.06 |
| 26. Learning goals and objectives are clearly defined. | 4.65 | 3.82 | 0.83 | 3.86 |
| 27. Secondary students benefit from spending a half day with their same age peers. | 4.25 | 4.09 | 0.16 | 0.68 |
| 28. The public is satisfied with achievement at the Center for the Arts and Sciences. | 4.60 | 3.79 | 0.81 | 3.73 |

APPENDIX L

| Questions by Function | Desired | Actual | Need Index | Priority Need Index |
|--|---------|--------|------------|---------------------|
| 29. The courses of instruction are modified frequently to keep them current. | 4.59 | 3.82 | 0.77 | 3.53 |
| 30. The course work illustrates the inter-relatedness of the various disciplines. | 4.52 | 3.69 | 0.83 | 3.75 |
| 31. The schedules and/or courses allow for students who are working in different disciplines to work together to see what their respective areas have in common. | 4.51 | 3.43 | 1.08 | 4.87 |
| 32. Many of the courses provide "hands on" experience. | 4.66 | 4.41 | 0.25 | 1.17 |
| 33. Special attention is focused on building good continuity across grade levels and programs. | 4.70 | 3.76 | 0.94 | 4.42 |
| 34. Provisions are outlined for coordination between teachers in the Center and in the home school classrooms. | 4.60 | 2.59 | 2.01 | 9.25 |
| 35. Collaborative curriculum planning and decision making are typical. | 4.53 | 3.24 | 1.29 | 5.84 |
| 36. Students attend the Center to take courses in subjects at a more advanced level than is offered at their home school. | 4.72 | 4.33 | 0.39 | 1.84 |
| 37. The Honors' programs in the high schools do a sufficient job of providing advanced course work to gifted students. | 4.16 | 3.02 | 1.14 | 4.74 |
| 38. Information on drug education at the Center is offered at the appropriate level. | 4.74 | 3.63 | 1.11 | 5.26 |
| 39. Student achievement levels assist in future curricular planning. | 4.71 | 4.00 | 0.71 | 3.34 |
| 40. Curricular plans on a given topic allow students to select a sub-topic for in-depth, independent study. | 4.49 | 3.89 | 0.60 | 2.69 |

APPENDIX L

| Questions by Function | Desired | Actual | Need Index | Priority Need Index |
|---|---------|--------|------------|---------------------|
| 41. Teachers at the Center integrate basic and higher level thinking skills into the curriculum. | 4.71 | 4.09 | 0.62 | 2.92 |
| 42. The course work helps to develop students' skills in research methods. | 4.73 | 3.97 | 0.76 | 3.59 |
| 43. Learning activities at the Center take place at a more appropriate pace than in the home school classroom. | 4.63 | 4.18 | 0.45 | 2.08 |
| V. EDUCATIONAL PROGRAMS -- ELEMENTARY | --- | --- | --- | --- |
| 44. A value system emphasizing academic achievement is shared by the gifted and talented staff, students and parents/community. | --- | --- | --- | --- |
| 45. Learning goals and objectives are clearly defined. | --- | --- | --- | --- |
| 46. Standards for learning are both challenging and attainable. | --- | --- | --- | --- |
| 47. Students are challenged at the elementary level by attending Handley. | --- | --- | --- | --- |
| 48. Promotion at Handley is based on achievement rather than time spent in the classroom. | --- | --- | --- | --- |
| 49. Handley does a good job preparing students for their next level of education. | --- | --- | --- | --- |
| 50. Elementary homework is regularly assigned and checked. | --- | --- | --- | --- |
| 51. Children have opportunities to write. | --- | --- | --- | --- |
| 52. A special effort is made at Handley to challenge more able elementary students. | --- | --- | --- | --- |

* = "—" indicates that the function or question was not asked of this particular respondent group.

APPENDIX L

| Questions by Function | Desired | Actual | Need Index | Priority Need Index |
|--|---------|--------|------------|---------------------|
| 53. Elementary courses of instruction are modified frequently enough to keep them current. | -- | -- | -- | -- |
| 54. Handley does a good job of teaching reading, writing, and arithmetic. | -- | -- | -- | -- |
| 55. Handley teachers explain to students the objectives of their lessons, so that students realize what knowledge and skills they will be expected to learn. | -- | -- | -- | -- |
| 56. Handley's curriculum is congruent with the regular elementary curriculum. | -- | -- | -- | -- |
| 57. The Handley staff coordinates instruction grade-to-grade and plans the curriculum sequentially. | -- | -- | -- | -- |
| 58. Given the resources available, the public is satisfied with academic achievement at Handley. | -- | -- | -- | -- |
| 59. Many of the courses provide "hands on" experience. | -- | -- | -- | -- |
| 60. Co-curricular activities are available for students who wish to participate in them. | -- | -- | -- | -- |
| 61. Teachers at Handley do a good job of teaching health education (which includes a component on sex education). | -- | -- | -- | -- |
| 62. Information on drug education at Handley is offered at the appropriate level. | -- | -- | -- | -- |
| 63. Student achievement levels determine future academic planning. | -- | -- | -- | -- |
| 64. Learning activities at Handley take place at a more appropriate pace than in the regular classroom for academically talented students. | -- | -- | -- | -- |

APPENDIX L

| Questions by Function | Desired | Actual | Need Index | Priority Need Index |
|---|---------|--------|------------|---------------------|
| VI. PERSONAL DEVELOPMENT OF THE STUDENT | 4.74 | 4.07 | 0.67 | 3.19 |
| 65. Students have opportunities to practice leadership skills. | 4.67 | 3.97 | 0.70 | 3.27 |
| 66. The program teaches students problem solving techniques. | 4.69 | 4.09 | 0.60 | 2.81 |
| 67. Students have opportunities to work with other students of similar and dissimilar abilities and interests. | 4.62 | 4.15 | 0.47 | 2.17 |
| 68. Students are encouraged and assisted in developing career plans. | 4.70 | 3.92 | 0.78 | 3.67 |
| 69. The visual and performing art classes at the Center have career establishing components as do academic courses. | 4.73 | 4.07 | 0.66 | 3.12 |
| 70. Helping the student to explore career possibilities is an important part of the school program. | 4.69 | 3.84 | 0.85 | 3.99 |
| 71. Students are expected to complete their work and meet recognized standards of quality. | 4.85 | 4.37 | 0.48 | 2.33 |
| 72. Students have the opportunity to develop a sense of responsibility and self-reliance. | 4.85 | 4.34 | 0.51 | 2.47 |
| 73. Students are encouraged to be independent thinkers. | 4.83 | 4.31 | 0.52 | 2.51 |
| 74. The gifted and talented program tries to develop an appreciation of learning in each student. | 4.76 | 4.17 | 0.61 | 2.92 |
| 75. Students are encouraged to be concerned for other people and their personal property. | 4.77 | 3.75 | 1.02 | 4.87 |
| 76. The program provides students with exposure to a variety of fields of study. | 4.77 | 3.97 | 0.80 | 3.82 |

APPENDIX L

| Questions by Function | Desired | Actual | Need Index | Priority Need Index |
|---|---------|--------|------------|---------------------|
| 77. The gifted and talented program encourages students to recognize and realize their aptitudes, abilities, interests, and needs. | 4.82 | 4.11 | 0.71 | 3.42 |
| 78. The program encourages students to establish and pursue challenging goals. | 4.74 | 4.08 | 0.66 | 3.13 |
| 79. The program fosters the development of logical and convergent thinking in the students. | 4.65 | 4.03 | 0.62 | 2.88 |
| 80. The gifted and talented program encourages the development of problem solving through complex and abstract thinking in the students. | 4.69 | 4.03 | 0.61 | 2.86 |
| 81. The gifted and talented program fosters the development of independent (self-directed) study skills and academic self-discipline in the students. | 4.73 | 3.90 | 0.83 | 3.93 |
| VII. CLASSROOM MANAGEMENT | 4.71 | 4.04 | 0.67 | 3.15 |
| 82. Parents are notified of discipline problems. | 4.75 | 3.98 | 0.77 | 3.66 |
| 83. Administrators support teachers in student discipline matters. | 4.69 | 4.06 | 0.63 | 2.95 |
| 84. The Center and Handley have good discipline. | 4.74 | 3.91 | 0.83 | 3.93 |
| 85. Teachers motivate students by using rewards rather than punishments. | 4.60 | 3.76 | 0.84 | 3.86 |
| 86. Students are aware of classroom rules. | 4.86 | 4.36 | 0.50 | 2.43 |
| 87. A secure, attractive environment is provided where the emphasis is on achievement. | 4.71 | 4.26 | 0.45 | 2.12 |
| 88. An orderly, productive working atmosphere is generally maintained and time spent on classroom management is minimal. | 4.64 | 3.98 | 0.66 | 3.06 |

APPENDIX L

| Questions by Function | Desired | Actual | Need Index | Priority Need Index |
|---|---------|--------|------------|---------------------|
| VIII. TEACHER VALUES AND APPROACHES | -- | -- | -- | -- |
| 89. Program teachers focus student attention on lesson objectives by stating them plainly and referring to them frequently. | -- | -- | -- | -- |
| 90. Teachers set and maintain a brisk instructional pace. | -- | -- | -- | -- |
| 91. Teachers communicate effectively. | -- | -- | -- | -- |
| 92. Teachers explain and demonstrate rather than just assign seat work. | -- | -- | -- | -- |
| 93. Teachers emphasize active student participation in their classes. | -- | -- | -- | -- |
| 94. Teachers teach at the correct level of difficulty to promote student learning. | -- | -- | -- | -- |
| 95. Teachers work on accomplishing the instructional goals and objectives with students. | -- | -- | -- | -- |
| 96. Teachers know which skills are of highest priority and the prerequisites needed by students to learn the skills. | -- | -- | -- | -- |
| 97. Learning tasks are matched to lesson content so student success rate is high. | -- | -- | -- | -- |
| 98. Regular, focused reviews of key concepts and skills check on and strengthen student retention. | -- | -- | -- | -- |
| 99. Feedback from instructional observations emphasizes improving instruction and boosting student achievement. | -- | -- | -- | -- |
| 100. Feedback to students is tied to learning objectives. | -- | -- | -- | -- |
| 101. To check understanding, teachers ask clear, open-ended questions and make sure all students have a good chance to respond. | -- | -- | -- | -- |

APPENDIX L

| Questions by Function | Desired | Actual | Need Index | Priority Need Index |
|---|---------|--------|------------|---------------------|
| 10 ⁿ Classroom routines are smooth and efficient. | -- | -- | -- | -- |
| 103. Teachers have assignments or activities ready when students arrive. | -- | -- | -- | -- |
| 104. Very little time is spent on non-learning activities. | -- | -- | -- | -- |
| 105. Teachers know curriculum policies and priorities. | -- | -- | -- | -- |
| 106. Teachers are responsive to the student's point of view. | -- | -- | -- | -- |
| 107. Teachers are competent in student counseling services. | -- | -- | -- | -- |
| 108. Teachers function more like facilitators than directors in their approaches to the students' course work. | -- | -- | -- | -- |
| IX. STAFF DEVELOPMENT | -- | -- | -- | -- |
| 109. Within the program, emphasis is given to staff development and teacher skill building. | -- | -- | -- | -- |
| 110. Staff development programs are effectively coordinated. | -- | -- | -- | -- |
| 111. The gifted and talented program has an effective inservice training program for improving teaching skills. | -- | -- | -- | -- |
| 112. The inservices provide valuable teaching tools or information. | -- | -- | -- | -- |
| 113. Content in staff development sessions addresses instructional issues and priorities. | -- | -- | -- | -- |
| 114. Staff development and training are supported with time and other necessary resources. | -- | -- | -- | -- |

APPENDIX I

| Questions by Function | Desired | Actual | Need Index | Priority Need Index |
|--|---------|--------|------------|---------------------|
| 115. The teachers and students have access to consultants and to the most recent advances within each area. | -- | -- | -- | -- |
| 116. Administrators are involved in some type of professional development program. | -- | -- | -- | -- |
| 117. The administration supports careers enhancement possibilities for the staff members. | -- | -- | -- | -- |
| 118. Teaching excellence in the program is recognized. | -- | -- | -- | -- |
| 119. Staff development learning goals and objectives are developed by teachers. | -- | -- | -- | -- |
| 120. There is scheduled time for discussion and deliberation of gifted/talented issues at staff meetings. | -- | -- | -- | -- |
| X. PARENTAL INVOLVEMENT AND COMMITMENT | 4.67 | 3.46 | 1.21 | 5.65 |
| 121. Procedures for parental involvement in the program are clearly communicated to parents and used consistently. | 4.70 | 3.42 | 1.28 | 6.02 |
| 122. Parents have options for becoming involved in activities that support the gifted and talented instructional program. | 4.59 | 3.72 | 0.87 | 3.99 |
| 123. The program's staff members provide parents with information and techniques for helping students develop their giftedness or talents. | 4.57 | 3.21 | 1.36 | 6.22 |
| 124. There is frequent two-way communication between parents and the gifted and talented program's staff. | 4.60 | 3.18 | 1.42 | 6.53 |

APPENDIX L

| Questions by Function | Desired | Actual | Need Index | Priority Need Index |
|--|---------|--------|------------|---------------------|
| 125. Parents are aware of their responsibilities for helping students develop their giftedness or talents. | 4.70 | 3.34 | 1.36 | 6.39 |
| 126. Parents realize the vocational value of all of the gifted and talented program's courses. | 4.69 | 3.55 | 1.14 | 5.35 |
| 127. Parents of gifted and talented students support the program. | 4.84 | 4.08 | 0.76 | 3.68 |
| 128. Parents who supported their children's involvement in the Center at the junior high level also support it as strongly at the senior high level. | 4.69 | 3.60 | 1.09 | 5.11 |
| 129. Teachers encourage parents to keep track of student progress. | 4.70 | 3.44 | 1.26 | 5.92 |
| 130. Most parents are aware of the gifted and talented program goals. | 4.77 | 3.38 | 1.39 | 6.63 |
| 131. Encouraging parental involvement is an integral part of the program's plans. | 4.55 | 3.17 | 1.38 | 6.28 |
| XI. AUXILIARY SUPPORT AND STAFF | 4.67 | 3.53 | 1.14 | 5.36 |
| 132. Effective guidance and counseling are readily available to each student in the gifted and talented program. | 4.67 | 3.32 | 1.45 | 6.85 |
| 133. The gifted and talented program's guidance program helps students acquire an understanding of vocational trends. | 4.74 | 3.31 | 1.43 | 6.78 |
| 134. Helping the student to explore career possibilities is an important part of the total gifted and talented program. | 4.71 | 3.39 | 1.32 | 6.22 |
| 135. The guidance program helps students to realize the connection between their course work and their career goals. | 4.69 | 3.42 | 1.27 | 5.96 |
| 136. The librarians at the Center and Handley ask for teacher suggestions when selecting new materials for the library. | 4.70 | 4.04 | 0.66 | 3.10 |

APPENDIX L

| Questions by Function | Desired | Actual | Need Index | Priority Need Index |
|---|---------|--------|------------|---------------------|
| 137. The library personnel keep the building staff up-to-date regarding available materials. | 4.71 | 4.00 | 0.71 | 3.34 |
| 138. Materials found in the library are appropriate to the students served. | 4.77 | 3.86 | 0.91 | 4.34 |
| 139. Audio visual materials are available for classroom use. | 4.67 | 4.14 | 0.53 | 2.48 |
| 140. Adequate time in the library is provided to students to select materials. | 4.71 | 3.90 | 0.81 | 3.82 |
| 141. The library collection adequately serves the needs of staff and students. | 4.27 | 1.89 | 2.38 | 10.16 |
| XII. LEADERSHIP BY PRINCIPAL | 4.17 | 2.16 | 2.01 | 8.37 |
| 142. The principals at the Center and at Handley believe that all students can learn. | 4.24 | 3.34 | 0.90 | 3.82 |
| 143. The principals have a clear understanding of the program's goals and are able to clearly articulate them. | 4.47 | 3.19 | 1.28 | 5.72 |
| 144. The principals are the instructional leaders. | 4.10 | 2.91 | 1.19 | 4.88 |
| 145. The principals make frequent classroom observations to monitor instruction. | 4.00 | 1.53 | 2.47 | 9.88 |
| 146. The principals initiate organized and systematic improvement procedures. | 4.14 | 1.79 | 2.35 | 9.73 |
| 147. The principals promote methods that are known to create effective schools. | 4.26 | 2.19 | 2.07 | 8.82 |
| 148. The principals carefully monitor new practices. | 4.04 | 1.69 | 2.35 | 9.49 |
| 149. The gifted and talented principals are viewed by teachers as having relevant instructional expertise as well as management skills. | 4.01 | 1.53 | 2.48 | 9.94 |

APPENDIX L

| Questions by Function | Desired | Actual | Need Index | Priority Need Index |
|--|-------------|-------------|-------------|---------------------|
| 150. The principals actively encourage comprehensive programs including multiple-methods of identification, staff development, program evaluation and revision, and support system such as counseling. | 4.14 | 2.06 | 2.08 | 8.61 |
| 151. The principals use principles of supervision and feedback to communicate with teachers regarding their instructional methods in gifted/talented programs. | 4.09 | 1.67 | 2.42 | 9.90 |
| 152. The principals are active partners in long- and short-range planning. | 4.13 | 1.81 | 2.32 | 9.58 |
| 153. The principals provide an encouraging climate for innovation and exploration by teachers and students. | 4.30 | 2.50 | 1.80 | 7.74 |
| 154. The principals use suggestions from their staff, teachers, and from the community-at-large to assist in planning and decision making. | 4.27 | 1.89 | 2.38 | 10.16 |
| XIII. COMMUNICATIONS/PUBLIC RELATIONS | 4.38 | 3.22 | 1.17 | 5.12 |
| 155. The gifted and talented program conducts business in a manner that inspires public confidence. | 4.46 | 3.37 | 1.09 | 4.86 |
| 156. The program administration provides the general public with accurate reports on its performance. | 4.13 | 2.70 | 1.43 | 5.91 |
| 157. Important information relevant to the program and/or its students is provided in a timely and intelligible fashion to parents, staff, and students. | 4.23 | 3.21 | 1.02 | 4.31 |
| 158. Parents are told about student successes. | 4.49 | 3.63 | 0.86 | 3.86 |
| 159. The principals work to gain community support for the gifted and talented program. | 4.31 | 3.09 | 1.22 | 5.26 |

APPENDIX L

| Questions by Function | Desired | Actual | Need Index | Priority Need Index |
|---|---------|--------|------------|---------------------|
| 160. The principals provide the community with information about the effectiveness of the program. | 4.36 | 2.93 | 1.43 | 6.23 |
| 161. Achievement results are shared with parents. | 4.50 | 3.51 | 0.99 | 4.45 |
| 162. Achievement results are shared with students. | 4.41 | 3.46 | 0.95 | 4.19 |
| 163. The student progress reporting procedure gives parents a clear understanding of their child's progress. | 4.61 | 3.50 | 1.11 | 5.12 |
| 164. The principals serve as a communication link between the Board, the parents, and the community concerning the program. | 4.34 | 2.77 | 1.57 | 6.81 |

APPENDIX M

SECONDARY STUDENTS (SS): AVERAGE "DESIRED" AND "ACTUAL" RESPONSES
TO THE GIFTED AND TALENTED NEEDS ASSESSMENT RANKED ACCORDING
TO FUNCTION FROM HIGHEST TO LOWEST PRIORITY NEED
INDEX—SPRING, 1987.

| FUNCTION | Rank | Desired | Actual | Need Index | Priority Need Index |
|--|------|---------|--------|---------------|------------------------|
| Identification of Gifted/Talented Students | 1 | 4.25 | 3.42 | 0.83 | 3.52 |
| Educational Programs--Secondary | 2 | 4.45 | 3.71 | 0.74 | 3.31 |
| Auxiliary Support and Staff | 3 | 4.55 | 3.84 | 0.71 | 3.25 |
| Classroom Management | 4 | 4.42 | 3.69 | 0.73 | 3.23 |
| Teacher Values and Approaches | 5 | 4.50 | 3.86 | 0.64 | 2.88 |
| Personal Development of the Student | 6 | 4.57 | 3.98 | 0.59 | 2.71 |
| Culturally Deprived Students | 7 | 4.47 | 3.97 | 0.51 | 2.27 |

APPENDIX N

SECONDARY STUDENTS (SS) AVERAGE "DESIRED" AND AVERAGE "ACTUAL" RESPONSES TO THE GIFTED AND TALENTED NEEDS ASSESSMENT BY FUNCTION AND QUESTION SPRING, 1987.

| Questions by Function | Desired | Actual | Need Index | Priority Need Index |
|---|---------|--------|------------|---------------------|
| I. GENERAL ADMINISTRATION | ---* | -- | -- | -- |
| 1. Planning is a continuous process in the gifted and talented program | -- | -- | -- | -- |
| 2. The program's budget allows for allocation of resources to achieve high priority objectives. | -- | -- | -- | -- |
| 3. Research findings are used in planning and improving educational programs. | -- | -- | -- | -- |
| 4. Instructional program evaluation is accomplished by comparing actual results with the goals and objectives of the program. | -- | -- | -- | -- |
| 5. Program improvement efforts are periodically reviewed; progress is noted and the improvement focus is renewed and redirected. | -- | -- | -- | -- |
| 6. Test results, grade reports, attendance records and other methods are used to spot potential problems. | -- | -- | -- | -- |
| 7. Students are well served by a gifted and talented program situated in one location. | -- | -- | -- | -- |
| 8. The school buildings provide a safe environment for staff and students. | -- | -- | -- | -- |
| 9. Assessment results are used by teachers for instructional diagnosis and to evaluate their own teaching methods and check student progress. | -- | -- | -- | -- |
| 10. The major goals of the gifted and talented program are set with respect to the students' needs. | -- | -- | -- | -- |

* = "---" indicates that the function or question was not asked of this particular respondent group.

APPENDIX K

| Questions by Function | Desired | Actual | Need Index | Priority Need Index |
|--|---------|--------|------------|---------------------|
| II. IDENTIFICATION OF GIFTED/TALENTED STUDENTS | 4.25 | 3.42 | 0.83 | 3.52 |
| 11. Students are nominated through a variety of sources including parent, teacher, administrator, and test score referrals. | 4.35 | 3.89 | 0.46 | 2.00 |
| 12. The identification of gifted and talented students is an ongoing process, not an annual event. | 4.37 | 3.46 | 0.91 | 3.98 |
| 13. Identification occurs as early in the students' lives as is possible. | 4.20 | 3.34 | 0.86 | 3.61 |
| 14. The identification process includes measures of student motivation, interests, and maturity. | 4.35 | 3.58 | 0.77 | 3.35 |
| 15. Emphasis is given to identifying gifted/talented students in culturally disadvantaged groups. | 3.76 | 3.15 | 0.61 | 2.29 |
| 16. All the teachers in the district participate in inservices on how to identify gifted/talented students. | 4.33 | 3.32 | 1.01 | 4.37 |
| 17. The currently used method of identifying gifted and talented students adequately identifies those students who would most benefit from participation in the gifted and talented program. | 4.49 | 3.57 | 0.92 | 4.13 |
| 18. The currently used method of identifying gifted/talented students adequately screens out those students who should not participate in the gifted and talented program. | 4.14 | 3.05 | 1.09 | 4.51 |

APPENDIX N

| Questions by Function | Desired | Actual | Need Index | Priority Need Index |
|---|---------|--------|------------|---------------------|
| III. CULTURALLY DEPRIVED STUDENTS | 4.47 | 3.97 | 0.51 | 2.27 |
| 19. Female students are offered chances to consider careers in math and science fields. | 4.54 | 4.21 | 0.33 | 1.50 |
| 20. Students are counseled toward all careers in which they have an interest, regardless of how disproportionate in minority representatives a career might be. | 4.46 | 3.66 | 0.80 | 3.57 |
| 21. Female and minority students are provided with positive role models in many varying careers. | 4.39 | 3.80 | 0.59 | 2.59 |
| 22. Teachers treat minority and female students with regard to their aptitudes and abilities, not with regard to stereotyped images. | 4.54 | 3.88 | 0.66 | 3.00 |
| 23. Math and science teachers encourage attendance and participation by female students in their classes. | 4.48 | 4.18 | 0.30 | 1.34 |
| 24. Examples and methods of teaching used in the classroom relate to minority and/or female perspectives as well as to majority perspectives. | 4.43 | 4.06 | 0.37 | 1.64 |
| IV. EDUCATIONAL PROGRAMS - SECONDARY | 4.45 | 3.71 | 0.74 | 3.31 |
| 25. A value system emphasizing achievement is shared by the gifted and talented staff, students, and parents/community. | 4.51 | 3.66 | 0.85 | 3.83 |
| 26. Learning goals and objectives are clearly defined. | 4.67 | 3.77 | 0.90 | 4.20 |
| 27. Secondary students benefit from spending a half day with their same age peers. | 4.08 | 3.76 | 0.32 | 1.31 |
| 28. The public is satisfied with achievement at the Center for the Arts and Sciences. | 4.70 | 3.70 | 1.00 | 4.70 |

APPENDIX N

| Questions by Function | Desired | Actual | Need Index | Priority Need Index |
|--|---------|--------|------------|---------------------|
| 29. The courses of instruction are modified frequently to keep them current. | 4.54 | 3.85 | 0.69 | 3.13 |
| 30. The course work illustrates the inter-relatedness of the various disciplines. | 4.19 | 3.58 | 0.61 | 2.56 |
| 31. The schedules and/or courses allow for students who are working in different disciplines to work together to see what their respective areas have in common. | 4.35 | 3.23 | 1.12 | 4.87 |
| 32. Many of the courses provide "hands on" experience. | 4.70 | 4.20 | 0.50 | 2.35 |
| 33. Special attention is focused on building good continuity across grade levels and programs. | 4.38 | 3.63 | 0.75 | 3.29 |
| 34. Provisions are outlined for coordination between teachers in the Center and in the home school classrooms. | 4.29 | 2.84 | 1.45 | 6.22 |
| 35. Collaborative curriculum planning and decision making are typical. | 4.23 | 3.41 | 0.82 | 3.47 |
| 36. Students attend the Center to take courses in subjects at a more advanced level than is offered at their home school. | 4.76 | 4.53 | 0.23 | 1.09 |
| 37. The Honors' programs in the high schools do a sufficient job of providing advanced course work to gifted students. | 4.43 | 3.12 | 1.31 | 5.80 |
| 38. Information on drug education at the Center is offered at the appropriate level. | 4.28 | 3.26 | 1.02 | 4.37 |
| 39. Student achievement levels assist in future curricular planning. | 4.58 | 3.87 | 0.71 | 3.25 |
| 40. Curricular plans on a given topic allow students to select a sub-topic for in-depth, independent study. | 4.32 | 3.50 | 0.82 | 3.54 |

APPENDIX N

| Questions by Function | Desired | Actual | Need Index | Priority Need Index |
|---|---------|--------|------------|---------------------|
| 41. Teachers at the Center integrate basic and higher level thinking skills into the curriculum. | 4.60 | 4.23 | 0.37 | 1.70 |
| 42. The course work helps to develop students' skills in research methods. | 4.41 | 4.04 | 0.37 | 1.63 |
| 43. Learning activities at the Center take place at a more appropriate pace than in the home school classroom. | 4.56 | 4.27 | 0.29 | 1.32 |
| V. EDUCATIONAL PROGRAMS - ELEMENTARY | -- | -- | -- | -- |
| 44. A value system emphasizing academic achievement is shared by the gifted and talented staff, students and parents/community. | -- | -- | -- | -- |
| 45. Learning goals and objectives are clearly defined. | -- | -- | -- | -- |
| 46. Standards for learning are both challenging and attainable. | -- | -- | -- | -- |
| 47. Students are challenged at the elementary level by attending Handley. | -- | -- | -- | -- |
| 48. Promotion at Handley is based on achievement rather than time spent in the classroom. | -- | -- | -- | -- |
| 49. Handley does a good job preparing students for their next level of education. | -- | -- | -- | -- |
| 50. Elementary homework is regularly assigned and checked. | -- | -- | -- | -- |
| 51. Children have opportunities to write. | -- | -- | -- | -- |
| 52. A special effort is made at Handley to challenge more able elementary students. | -- | -- | -- | -- |

APPENDIX N

| Questions by Function | Desired | Actual | Need Index | Priority Need Index |
|--|---------|--------|------------|---------------------|
| 53. Elementary courses of instruction are modified frequently enough to keep them current. | --- | -- | -- | --- |
| 54. Handley does a good job of teaching reading, writing, and arithmetic. | -- | --- | -- | --- |
| 55. Handley teachers explain to students the objectives of their lessons, so that students realize what knowledge and skills they will be expected to learn. | --- | --- | --- | --- |
| 56. Handley's curriculum is congruent with the regular elementary curriculum. | --- | -- | -- | --- |
| 57. The Handley staff coordinates instruction grade-to-grade and plans the curriculum sequentially. | -- | --- | -- | --- |
| 58. Given the resources available, the public is satisfied with academic achievement at Handley. | --- | -- | -- | --- |
| 59. Many of the courses provide "hands on" experience. | -- | -- | -- | --- |
| 60. Co-curricular activities are available for students who wish to participate in them. | --- | -- | -- | --- |
| 61. Teachers at Handley do a good job of teaching health education (which includes a component on sex education). | -- | -- | -- | --- |
| 62. Information on drug education at Handley is offered at the appropriate level. | --- | -- | -- | --- |
| 63. Student achievement levels determine future academic planning. | --- | -- | --- | --- |
| 64. Learning activities at Handley take place at a more appropriate pace than in the regular classroom for academically talented students. | -- | -- | -- | --- |

APPENDIX N

| Questions by Function | Desired | Actual | Need Index | Priority Need Index |
|---|---------|--------|------------|---------------------|
| VI. PERSONAL DEVELOPMENT OF THE STUDENT | 4.57 | 3.98 | 0.59 | 2.71 |
| 65. Students have opportunities to practice leadership skills. | 4.48 | 3.79 | 0.69 | 3.09 |
| 66. The program teaches students problem solving techniques. | 4.49 | 3.92 | 0.57 | 2.56 |
| 67. Students have opportunities to work with other students of similar and dissimilar abilities and interests. | 4.51 | 3.96 | 0.55 | 2.48 |
| 68. Students are encouraged and assisted in developing career plans. | 4.58 | 3.78 | 0.80 | 3.66 |
| 69. The visual and performing art classes at the Center have career establishing components as do academic courses. | 4.56 | 4.14 | 0.42 | 1.92 |
| 70. Helping the student to explore career possibilities is an important part of the school program. | 4.64 | 3.82 | 0.82 | 3.80 |
| 71. Students are expected to complete their work and meet recognized standards of quality. | 4.49 | 4.24 | 0.25 | 1.12 |
| 72. Students have the opportunity to develop a sense of responsibility and self-reliance. | 4.68 | 4.25 | 0.43 | 2.01 |
| 73. Students are encouraged to be independent thinkers. | 4.70 | 4.27 | 0.43 | 2.02 |
| 74. The gifted and talented program tries to develop an appreciation of learning in each student. | 4.67 | 4.10 | 0.57 | 2.66 |
| 75. Students are encouraged to be concerned for other people and their personal property. | 4.55 | 3.57 | 0.98 | 4.46 |
| 76. The program provides students with exposure to a variety of fields of study. | 4.56 | 3.87 | 0.69 | 3.15 |

APPENDIX N

| Questions by Function | Desired | Actual | Need Index | Priority Need Index |
|---|---------|--------|------------|---------------------|
| 77. The gifted and talented program encourages students to recognize and realize their aptitudes, abilities, interests, and needs. | 4.69 | 4.10 | 0.59 | 2.77 |
| 78. The program encourages students to establish and pursue challenging goals. | 4.68 | 4.10 | 0.58 | 2.71 |
| 79. The program fosters the development of logical and convergent thinking in the students. | 4.48 | 3.89 | 0.59 | 2.64 |
| 80. The gifted and talented program encourages the development of problem solving through complex and abstract thinking in the students. | 4.47 | 3.92 | 0.55 | 2.46 |
| 81. The gifted and talented program fosters the development of independent (self-directed) study skills and academic self-discipline in the students. | 4.49 | 4.34 | 0.55 | 2.47 |
| VII. CLASSROOM MANAGEMENT | 4.42 | 3.69 | 0.73 | 3.23 |
| 82. Parents are notified of discipline problems. | 4.23 | 3.64 | 0.59 | 2.50 |
| 83. Administrators support teachers in student discipline matters. | 4.33 | 3.87 | 0.46 | 1.99 |
| 84. The Center and Handley have good discipline. | 4.49 | 3.63 | 0.86 | 3.86 |
| 85. Teachers motivate students by using rewards rather than punishments. | 4.08 | 3.07 | 1.01 | 4.12 |
| 86. Students are aware of classroom rules. | 4.67 | 4.02 | 0.65 | 3.04 |
| 87. A secure, attractive environment is provided where the emphasis is on achievement. | 4.63 | 3.90 | 0.73 | 3.38 |
| 88. An orderly, productive working atmosphere is generally maintained and time spent on classroom management is minimal. | 4.54 | 3.73 | 0.81 | 3.68 |

APPENDIX M

| Questions by Function | Desired | Actual | Need Index | Priority Need Index |
|---|---------|--------|------------|---------------------|
| VIII. TEACHER VALUES AND APPROACHES | 4.50 | 3.86 | 0.64 | 2.88 |
| 89. Program teachers focus student attention on lesson objectives by stating them plainly and referring to them frequently. | 4.38 | 3.79 | 0.59 | 2.58 |
| 90. Teachers set and maintain a brisk instructional pace. | 4.31 | 3.73 | 0.58 | 2.50 |
| 91. Teachers communicate effectively. | 4.72 | 3.88 | 0.84 | 3.96 |
| 92. Teachers explain and demonstrate rather than just assign seat work. | 4.72 | 4.27 | 0.45 | 2.12 |
| 93. Teachers emphasize active student participation in their classes. | 4.64 | 4.20 | 0.44 | 2.04 |
| 94. Teachers teach at the correct level of difficulty to promote student learning. | 4.66 | 4.05 | 0.51 | 2.54 |
| 95. Teachers work on accomplishing the instructional goals and objectives with students. | 4.51 | 3.84 | 0.67 | 3.02 |
| 96. Teachers know which skills are of highest priority and the prerequisites needed by students to learn the skills. | 4.60 | 3.87 | 0.73 | 3.36 |
| 97. Learning tasks are matched to lesson content so student success rate is high. | 4.54 | 3.87 | 0.67 | 3.04 |
| 98. Regular, focused reviews of key concepts and skills check on and strengthen student retention. | 4.46 | 3.73 | 0.73 | 3.26 |
| 99. Feedback from instructional observations emphasizes improving instruction and boosting student achievement. | 4.42 | 3.86 | 0.56 | 2.48 |
| 100. Feedback to students is tied to learning objectives. | 4.46 | 3.85 | 0.61 | 2.72 |
| 101. To check understanding, teachers ask clear, open-ended questions and make sure all students have a good chance to respond. | 4.59 | 3.84 | 0.75 | 3.44 |

APPENDIX N

| Questions by Function | Desired | Actual | Need Index | Priority Need Index |
|---|---------|--------|------------|---------------------|
| 102. Classroom routines are smooth and efficient. | 4.54 | 3.62 | 0.92 | 4.18 |
| 103. Teachers have assignments or activities ready when students arrive. | 4.40 | 3.89 | 0.51 | 2.24 |
| 104. Very little time is spent on non-learning activities. | 4.10 | 3.71 | 0.39 | 1.60 |
| 105. Teachers know curriculum policies and priorities. | 4.53 | 4.22 | 0.31 | 1.40 |
| 106. Teachers are responsive to the student's point of view. | 4.72 | 3.73 | 0.99 | 4.67 |
| 107. Teachers are competent in student counseling services. | 4.54 | 3.60 | 0.94 | 4.27 |
| 108. Teachers function more like facilitators than directors in their approaches to the students' course work. | 4.21 | 3.71 | 0.50 | 2.11 |
| IX. STAFF DEVELOPMENT | -- | -- | -- | -- |
| 109. Within the program, emphasis is given to staff development and teacher skill building. | -- | -- | -- | -- |
| 110. Staff development programs are effectively coordinated. | -- | -- | -- | -- |
| 111. The gifted and talented program has an effective inservice training program for improving teaching skills. | -- | -- | -- | -- |
| 112. The inservices provide valuable teaching tools or information. | -- | -- | -- | -- |
| 113. Content in staff development sessions addresses instructional issues and priorities. | -- | -- | -- | -- |
| 114. Staff development and training are supported with time and other necessary resources. | -- | -- | -- | -- |

APPENDIX N

| Questions by Function | Desired | Actual | Need Index | Priority Need Index |
|--|---------|--------|------------|---------------------|
| 115. The teachers and students have access to consultants and to the most recent advances within each area. | -- | -- | -- | — |
| 116. Administrators are involved in some type of professional development program. | -- | -- | -- | — |
| 117. The administration supports careers enhancement possibilities for the staff members. | -- | -- | -- | — |
| 118. Teaching excellence in the program is recognized. | -- | -- | -- | — |
| 119. Staff development learning goals and objectives are developed by teachers. | -- | -- | -- | — |
| 120. There is scheduled time for discussion and deliberation of gifted/talented issues at staff meetings. | -- | -- | -- | — |
| X. PARENTAL INVOLVEMENT AND COMMITMENT | -- | -- | -- | — |
| 121. Procedures for parental involvement in the program are clearly communicated to parents and used consistently. | -- | -- | -- | -- |
| 122. Parents have options for becoming involved in activities that support the gifted and talented instructional program. | -- | -- | -- | — |
| 123. The program's staff members provide parents with information and techniques for helping students develop their giftedness or talents. | -- | -- | -- | — |
| 124. There is frequent two-way communication between parents and the gifted and talented program's staff. | -- | -- | -- | — |

APPENDIX N

| Questions by Function | Desired | Actual | Need Index | Priority Need Index |
|--|-------------|-------------|-------------|---------------------|
| 125. Parents are aware of their responsibilities for helping students develop their giftedness or talents. | -- | -- | -- | -- |
| 126. Parents realize the vocational value of all of the gifted and talented program's courses. | -- | -- | -- | -- |
| 127. Parents of gifted and talented students support the program. | -- | -- | -- | -- |
| 128. Parents who supported their children's involvement in the Center at the junior high level also support it as strongly at the senior high level. | -- | -- | -- | -- |
| 129. Teachers encourage parents to keep track of student progress. | -- | -- | -- | -- |
| 130. Most parents are aware of the gifted and talented program goals. | -- | -- | -- | -- |
| 131. Encouraging parental involvement is an integral part of the program's plans. | -- | -- | -- | -- |
| XI. AUXILIARY SUPPORT AND STAFF | 4.55 | 3.84 | 0.71 | 3.25 |
| 132. Effective guidance and counseling are readily available to each student in the gifted and talented program. | 4.60 | 3.74 | 0.86 | 3.96 |
| 133. The gifted and talented program's guidance program helps students acquire an understanding of vocational trends. | 4.43 | 3.55 | 0.88 | 3.90 |
| 134. Helping the student to explore career possibilities is an important part of the total gifted and talented program. | 4.57 | 3.84 | 0.73 | 3.34 |
| 135. The guidance program helps students to realize the connection between their course work and their career goals. | 4.50 | 3.74 | 0.76 | 3.42 |
| 136. The librarians at the Center and Handley ask for teacher suggestions when selecting new materials for the library. | 4.49 | 3.92 | 0.57 | 2.56 |

APPENDIX N

| Questions by Function | Desired | Actual | Need Index | Priority Need Index |
|---|---------|--------|------------|---------------------|
| 137. The library personnel keep the building staff up-to-date regarding available materials. | 4.58 | 3.99 | 0.59 | 2.70 |
| 138. Materials found in the library are appropriate to the students served. | 4.64 | 4.04 | 0.60 | 2.78 |
| 139. Audio visual materials are available for classroom use. | 4.54 | 4.13 | 0.41 | 1.86 |
| 140. Adequate time in the library is provided to students to select materials. | 4.51 | 3.57 | 0.94 | 4.24 |
| 141. The library collection adequately serves the needs of staff and students. | 4.67 | 3.88 | 0.79 | 3.69 |
| XII. LEADERSHIP BY PRINCIPAL | -- | -- | -- | -- |
| 142. The principals at the Center and at Handley believe that all students can learn. | -- | -- | -- | -- |
| 143. The principals have a clear understanding of the program's goals and are able to clearly articulate them. | -- | -- | -- | -- |
| 144. The principals are the instructional leaders. | -- | -- | -- | -- |
| 145. The principals make frequent classroom observations to monitor instruction. | -- | -- | -- | -- |
| 146. The principals initiate organized and systematic improvement procedures. | -- | -- | -- | -- |
| 147. The principals promote methods that are known to create effective schools. | -- | -- | -- | -- |
| 148. The principals carefully monitor new practices. | -- | -- | -- | -- |
| 149. The gifted and talented principals are viewed by teachers as having relevant instructional expertise as well as management skills. | -- | -- | -- | -- |

APPENDIX N

| Questions by Function | Desired | Actual | Need Index | Priority Need Index |
|--|---------|--------|------------|---------------------|
| 150. The principals actively encourage comprehensive programs including multiple-methods of identification, staff development, program evaluation and revision, and support system such as counseling. | -- | -- | -- | -- |
| 151. The principals use principles of supervision and feedback to communicate with teachers regarding their instructional methods in gifted/talented programs. | -- | -- | -- | -- |
| 152. The principals are active partners in long- and short-range planning. | -- | -- | -- | -- |
| 153. The principals provide an encouraging climate for innovation and exploration by teachers and students. | -- | -- | -- | -- |
| 154. The principals use suggestions from their staff, teachers, and from the community-at-large to assist in planning and decision making. | -- | -- | -- | -- |
| XIII. COMMUNICATIONS/PUBLIC RELATIONS | -- | -- | -- | -- |
| 155. The gifted and talented program conducts business in a manner that inspires public confidence. | -- | -- | -- | -- |
| 156. The program administration provides the general public with accurate reports on its performance. | -- | -- | -- | -- |
| 157. Important information relevant to the program and/or its students is provided in a timely and intelligible fashion to parents, staff, and students. | -- | -- | -- | -- |
| 158. Parents are told about student successes. | -- | -- | -- | -- |
| 159. The principals work to gain community support for the gifted and talented program. | -- | -- | -- | -- |

APPENDIX N

| Questions by Function | Desired | Actual | Need Index | Priority Need Index |
|---|---------|--------|------------|---------------------|
| 160. The principals provide the community with information about the effectiveness of the program. | -- | -- | -- | -- |
| 161. Achievement results are shared with parents. | -- | -- | -- | -- |
| 162. Achievement results are shared with students. | -- | -- | -- | -- |
| 163. The student progress reporting procedure gives parents a clear understanding of their child's progress. | -- | -- | -- | -- |
| 164. The principals serve as a communication link between the Board, the parents, and the community concerning the program. | -- | -- | -- | -- |

APPENDIX O

TABLE O.1. SUMMARY OF HIGH PRIORITY NEEDS AS INDICATED BY HIGH PRIORITY NEED INDEX
FUNCTIONS AND QUESTIONS FOR THE TOTAL AND EACH RESPONDENT GROUP.

| FUNCTION | Total (T) | Elementary Prof Staff (EPS) | Elementary Parents (EP) | Secondary Prof Staff (SPS) | Secondary Parents (SP) | Secondary Students (SS) |
|--|--------------|-----------------------------------|-------------------------------|----------------------------------|------------------------------|-------------------------------|
| Identification of Gifted/Talented Students | Fq | Fq | Fq | Fq | F | Fq |
| Auxiliary Support and Staff | Fq | Fq | Fq | q | Fq | Fq |
| Parental Involvement and Commitment | Fq | Fq | Fq | Fq | Fq | * |
| Staff Development | Fq | Fq | * | Fq | * | * |
| Leadership by Principal | Fq | q | | | Fq | * |
| Educational Programs—Secondary | q | * | * | Fq | q | Fq |
| General Administration | q | Fq | Fq | q | | * |
| Communications/Public Relations | q | q | q | Fq | Fq | * |
| Personal Development of the Student | | q | Fq | q | | q |
| Teacher Values and Approaches | q | q | * | q | * | Fq |
| Classroom Management | | q | q | | | Fq |
| Culturally Deprived Students | | q | | q | | |
| Educational Programs—Elementary | | q | q | * | | * |

F = functions identified as one of top five function areas.

q = functions for which high need questions were identified.

* = no questions asked of this group in this particular function.

APPENDIX P

HIGH PRIORITY NEED INDEX FUNCTIONS AND QUESTIONS* FOR INDIVIDUAL GROUPS POLLED AND TOTAL SPRING, 1987.

| Questions by Function | High Priority Need Index Values | | | | | |
|--|---------------------------------|------|------|------|----|-----|
| | T** | EPS | EP | SPS | SP | SS |
| I. GENERAL ADMINISTRATION | | 3.60 | 3.63 | | | *** |
| 1. Planning is a continuous process in the gifted and talented program. | | | 3.64 | | | |
| 2. The program's budget allows for allocation of resources to achieve high priority objectives. | 6.14 | 9.45 | 6.98 | | | |
| 3. Research findings are used in planning and improving educational programs. | 4.59 | | | 6.95 | | |
| 4. Instructional program evaluation is accomplished by comparing actual results with the goals and objectives of the program. | | | | | | |
| 5. Program improvement efforts are periodically reviewed; progress is noted and the improvement focus is renewed and redirected. | | | 4.40 | | | |
| 6. Test results, grade reports, attendance records and other methods are used to spot potential problems. | | | | | | |
| 7. Students are well served by a gifted and talented program situated in one location. | | | | | | |

*High priority need index functions were defined as the top five functions for the particular group. High priority need index questions were defined as the highest 25% priority need index values for a particular group. Values are thus shown only for high need index functions and questions.

**Groups Polled: T = Total of all five groups combined with equal weighting given to each group in the averaging process.
 EPS = Elementary Professional Staff
 EP = Elementary Parents
 SPS = Secondary Professional Staff
 SP = Secondary Parents
 SS = Secondary Students

***Questions in this function were not asked of this particular group.

APPENDIX P

| Questions by Function | High Priority Need Index Values | | | | | |
|--|---------------------------------|-------------|-------------|-------------|-------------|-------------|
| | T** | EPS | EP | SPS | SP | SS |
| 8. The school buildings provide a safe environment for staff and students. | | | 4.37 | | | |
| 9. Assessment results are used by teachers for instructional diagnosis and to evaluate their own teaching methods and check student progress. | | | | | | |
| 10. The major goals of the gifted and talented program are set with respect to the students' needs. | | | 4.20 | | | |
| II. IDENTIFICATION OF GIFTED/TALENTED STUDENTS | 5.33 | 8.25 | 4.20 | 7.09 | 3.97 | 3.52 |
| 11. Students are nominated through a variety of sources including parent, teacher, administrator, and test score referrals. | | | | | | |
| 12. The identification of gifted and talented students is an ongoing process, not an annual event. | 5.26 | 6.65 | 4.74 | 6.25 | | 3.98 |
| 13. Identification occurs as early in the students' lives as is possible. | | 6.40 | 4.05 | | | |
| 14. The identification process includes measures of student motivation, interests, and maturity. | 5.11 | 6.17 | 3.70 | 7.86 | | |
| 15. Emphasis is given to identifying gifted/ talented students in culturally disadvantaged groups. | | 10.18 | | 6.02 | | |
| 16. All the teachers in the district participate in inservices on how to identify gifted/talented students. | 8.67 | 13.87 | 8.15 | 12.18 | | 4.37 |
| 17. The currently used method of identifying gifted and talented students adequately identifies those students who would most benefit from participation in the gifted and talented program. | 6.33 | 9.05 | 4.79 | 9.58 | | 4.13 |
| 18. The currently used method of identifying gifted/talented students adequately screens out those students who should not participate in the gifted and talented program. | 6.19 | 9.45 | 5.15 | 7.41 | | 4.51 |

APPENDIX P

| Questions by Function | High Priority Need Index Values | | | | | |
|---|---------------------------------|------|-----|------|----|------|
| | T** | EPS | EP | SPS | SP | SS |
| III. CULTURALLY DEPRIVED STUDENTS | | | | | | |
| 19. Female students are offered chances to consider careers in math and science fields. | | | | | | |
| 20. Students are counseled toward all careers in which they have an interest, regardless of how disproportionate in minority representatives a career might be. | | 5.76 | | 5.90 | | |
| 21. Female and minority students are provided with positive role models in many varying careers. | | 4.60 | | 5.94 | | |
| 22. Teachers treat minority and female students with regard to their aptitudes and abilities, not with regard to stereotyped images. | | | | | | |
| 23. Math and science teachers encourage attendance and participation by female students in their classes. | | | | | | |
| 24. Examples and methods of teaching used in the classroom relate to minority and/or female perspectives as well as to majority perspectives. | | | | | | |
| IV. EDUCATIONAL PROGRAMS - SECONDARY | | *** | *** | 4.46 | | 3.31 |
| 25. A value system emphasizing achievement is shared by the gifted and talented staff, students, and parents/community. | | | | 6.01 | | 3.83 |
| 26. Learning goals and objectives are clearly defined. | | | | | | 4.20 |
| 27. Secondary students benefit from spending a half day with their same age peers. | | | | | | |
| 28. The public is satisfied with achievement at the Center for the Arts and Sciences. | 5.25 | | | 7.46 | | 4.70 |

APPENDIX P

| Questions by Function | High Priority Need Index Values | | | | | |
|--|---------------------------------|-----|----|-------|------|------|
| | T** | EPS | EP | SPS | SP | SS |
| 29. The courses of instruction are modified frequently to keep them current. | | | | | | |
| 30. The course work illustrates the inter-relatedness of the various disciplines. | | | | 5.51 | | |
| 31. The schedules and/or courses allow for students who are working in different disciplines to work together to see what their respective areas have in common. | 5.32 | | | 6.25 | | 4.87 |
| 32. Many of the courses provide "hands on" experience. | | | | | | |
| 33. Special attention is focused on building good continuity across grade levels and programs. | | | | 5.51 | | |
| 34. Provisions are outlined for coordination between teachers in the Center and in the home school classrooms. | 8.62 | | | 10.53 | 9.25 | 6.22 |
| 35. Collaborative curriculum planning and decision making are typical. | 5.06 | | | 5.98 | | |
| 36. Students attend the Center to take courses in subjects at a more advanced level than is offered at their home school. | | | | | | |
| 37. The Honors' programs in the high schools do a sufficient job of providing advanced course work to gifted students. | 5.35 | | | 5.52 | | 5.80 |
| 38. Information on drug education at the Center is offered at the appropriate level. | 4.82 | | | | | 4.37 |
| 39. Student achievement levels assist in future curricular planning. | | | | | | |
| 40. Curricular plans on a given topic allow students to select a sub-topic for in-depth, independent study. | | | | | | |

APPENDIX P

| Questions by Function | High Priority Need Index Values | | | | | |
|---|---------------------------------|------|------|-----|-----|-----|
| | T** | EPS | EP | SPS | SP | SS |
| 41. Teachers at the Center integrate basic and higher level thinking skills into the curriculum. | | | | | | |
| 42. The course work helps to develop students' skills in research methods. | | | | | | |
| 43. Learning activities at the Center take place at a more appropriate pace than in the home school classroom. | | | | | | |
| V. EDUCATIONAL PROGRAMS - ELEMENTARY | | | | *** | *** | *** |
| 44. A value system emphasizing academic achievement is shared by the gifted and talented staff, students and parents/community. | | | | | | |
| 45. Learning goals and objectives are clearly defined. | | 4.77 | 3.66 | | | |
| 46. Standards for learning are both challenging and attainable. | | | | | | |
| 47. Students are challenged at the elementary level by attending Handley. | | | | | | |
| 48. Promotion at Handley is based on achievement rather than time spent in the classroom. | | | | | | |
| 49. Handley does a good job preparing students for their next level of education. | | | | | | |
| 50. Elementary homework is regularly assigned and checked. | | | | | | |
| 51. Children have opportunities to write. | | | | | | |
| 52. A special effort is made at Handley to challenge more able elementary students. | | | | | | |

APPENDIX P

| Questions by Function | High Priority Need Index Values | | | | | |
|--|---------------------------------|-----|------|-----|----|----|
| | T** | EPS | EP | SPS | SP | SS |
| 53. Elementary courses of instruction are modified frequently enough to keep them current. | | | | | | |
| 54. Handley does a good job of teaching reading, writing, and arithmetic. | | | | | | |
| 55. Handley teachers explain to students the objectives of their lessons, so that students realize what knowledge and skills they will be expected to learn. | | | | | | |
| 56. Handley's curriculum is congruent with the regular elementary curriculum. | | | | | | |
| 57. The Handley staff coordinates instruction grade-to-grade and plans the curriculum sequentially. | | | | | | |
| 58. Given the resources available, the public is satisfied with academic achievement at Handley. | | | | | | |
| 59. Many of the courses provide "hands on" experience. | | | | | | |
| 60. Co-curricular activities are available for students who wish to participate in them. | | | | | | |
| 61. Teachers at Handley do a good job of teaching health education (which includes a component on sex education). | | | 3.95 | | | |
| 62. Information on drug education at Handley is offered at the appropriate level. | | | 4.40 | | | |
| 63. Student achievement levels determine future academic planning. | | | | | | |
| 64. Learning activities at Handley take place at a more appropriate pace than in the regular classroom for academically talented students. | | | | | | |

APPENDIX P

| Questions by Function | High Priority Need Index Values | | | | | |
|---|---------------------------------|------|------|-----|----|------|
| | T** | EPS | EP | SPS | SP | SS |
| VI. PERSONAL DEVELOPMENT OF THE STUDENT | | | 2.88 | | | |
| 65. Students have opportunities to practice leadership skills. | | | | | | |
| 66. The program teaches students problem solving techniques. | | | | | | |
| 67. Students have opportunities to work with other students of similar and dissimilar abilities and interests. | | | | | | |
| 68. Students are encouraged and assisted in developing career plans. | | 4.42 | | | | |
| 69. The visual and performing art classes at the Center have career establishing components as do academic courses. | | | | | | |
| 70. Helping the student to explore career possibilities is an important part of the school program. | | 4.95 | | | | |
| 71. Students are expected to complete their work and meet recognized standards of quality. | | | | | | |
| 72. Students have the opportunity to develop a sense of responsibility and self-reliance. | | | | | | |
| 73. Students are encouraged to be independent thinkers. | | | | | | |
| 74. The gifted and talented program tries to develop an appreciation of learning in each student. | | | | | | |
| 75. Students are encouraged to be concerned for other people and their personal property. | | | 5.25 | | | 4.46 |
| 76. The program provides students with exposure to a variety of fields of study. | | | | | | |

APPENDIX P

| Questions by Function | High Priority Need Index Values | | | | | |
|---|---------------------------------|------|------|------|----|------|
| | T** | EPS | EP | SPS | SP | SS |
| 77. The gifted and talented program encourages students to recognize and realize their aptitudes, abilities, interests, and needs. | | | | | | |
| 78. The program encourages students to establish and pursue challenging goals. | | | | | | |
| 79. The program fosters the development of logical and convergent thinking in the students. | | | | | | |
| 80. The gifted and talented program encourages the development of problem solving through complex and abstract thinking in the students. | | | 3.60 | | | |
| 81. The gifted and talented program fosters the development of independent (self-directed) study skills and academic self-discipline in the students. | | | 3.92 | 5.55 | | |
| VII. CLASSROOM MANAGEMENT | | | | | | 3.23 |
| 82. Parents are notified of discipline problems. | | | | | | |
| 83. Administrators support teachers in student discipline matters. | | | | | | |
| 84. The Center and Handley have good discipline. | | 5.40 | 3.71 | | | 3.86 |
| 85. Teachers motivate students by using rewards rather than punishments. | | | | | | 4.12 |
| 86. Students are aware of classroom rules. | | | | | | |
| 87. A secure, attractive environment is provided where the emphasis is on achievement. | | | | | | |
| 88. An orderly, productive working atmosphere is generally maintained and time spent on classroom management is minimal. | | | | | | |

APPENDIX P

| Questions by Function | High Priority Need Index Values | | | | | |
|---|---------------------------------|-----|-----|-----|-----|------|
| | T** | EPS | EP | SPS | SP | SS |
| VIII. TEACHER VALUES AND APPROACHES | | | *** | | *** | 2.88 |
| 89. Program teachers focus student attention on lesson objectives by stating them plainly and referring to them frequently. | | | | | | |
| 90. Teachers set and maintain a brisk instructional pace. | | | | | | |
| 91. Teachers communicate effectively. | | | | | | 3.96 |
| 92. Teachers explain and demonstrate rather than just assign seat work. | | | | | | |
| 93. Teachers emphasize active student participation in their classes. | | | | | | |
| 94. Teachers teach at the correct level of difficulty to promote student learning. | | | | | | |
| 95. Teachers work on accomplishing the instructional goals and objectives with students. | | | | | | |
| 96. Teachers know which skills are of highest priority and the prerequisites needed by students to learn the skills. | | | | | | 4.27 |
| 97. Learning tasks are matched to lesson content so student success rate is high. | | | | | | |
| 98. Regular, focused reviews of key concepts and skills check on and strengthen student retention. | | | | | | |
| 99. Feedback from instructional observations emphasizes improving instruction and boosting student achievement. | | | | | | |
| 100. Feedback to students is tied to learning objectives. | | | | | | |
| 101. To check understanding, teachers ask clear, open-ended questions and make sure all students have a good chance to respond. | | | | | | |

APPENDIX P

| Questions by Function | High Priority Need Index Values | | | | | |
|---|---------------------------------|------|-----|------|-----|------|
| | T** | EPS | EP | SPS | SP | SS |
| 102. Classroom routines are smooth and efficient. | | | | | | 4.18 |
| 103. Teachers have assignments or activities ready when students arrive. | | | | | | |
| 104. Very little time is spent on non-learning activities. | | | | | | |
| 105. Teachers know curriculum policies and priorities. | | | | | | |
| 106. Teachers are responsive to the student's point of view. | | | | | | 4.67 |
| 107. Teachers are competent in student counseling services. | 4.72 | 6.41 | | | | |
| 108. Teachers function more like facilitators than directors in their approaches to the students' course work. | | | | | | |
| IX. STAFF DEVELOPMENT | 4.57 | 4.30 | *** | 4.84 | *** | |
| 109. Within the program, emphasis is given to staff development and teacher skill building. | | | | | | |
| 110. Staff development programs are effectively coordinated. | | | | | | |
| 111. The gifted and talented program has an effective inservice training program for improving teaching skills. | 5.34 | 4.83 | | 5.84 | | |
| 112. The inservices provide valuable teaching tools or information. | | | | | | |
| 113. Content in staff development sessions addresses instructional issues and priorities. | 5.60 | | | 6.82 | | |
| 114. Staff development and training are supported with time and other necessary resources. | 4.86 | 5.13 | | | | |

APPENDIX P

| Questions by Function | High Priority Need Index Values | | | | | |
|--|---------------------------------|-------------|-------------|-------------|-------------|------------|
| | T** | ErS | SP | SPS | 3P | SS |
| 115. The teachers and students have access to consultants and to the most recent advances within each area. | 5.53 | 6.81 | | | | |
| 116. Administrators are involved in some type of professional development program. | | 5.51 | | | | |
| 117. The administration supports careers enhancement possibilities for the staff members. | | | | | | |
| 118. Teaching excellence in the program is recognized. | 4.63 | 4.53 | | | | |
| 119. Staff development learning goals and objectives are developed by teachers. | 4.72 | | | 5.04 | | |
| 120. There is scheduled time for discussion and deliberation of gifted/talented issues at staff meetings. | 6.77 | | | 9.31 | | |
| X. PARENTAL INVOLVEMENT AND COMMITMENT | 4.93 | 3.36 | 3.63 | 7.09 | 5.65 | *** |
| 121. Procedures for parental involvement in the program are clearly communicated to parents and used consistently. | 5.08 | | | 7.68 | | |
| 122. Parents have options for becoming involved in activities that support the gifted and talented instructional program. | | | | | | |
| 123. The program's staff members provide parents with information and techniques for helping students develop their giftedness or talents. | 5.12 | | 4.08 | 6.93 | | |
| 124. There is frequent two-way communication between parents and the gifted and talented program's staff. | 4.68 | | 3.78 | 5.99 | | |

APPENDIX P

| Questions by Function | High Priority Need Index Values | | | | | |
|--|---------------------------------|-------|------|------|------|------|
| | T** | EPS | EP | SPS | SP | SS |
| 125. Parents are aware of their responsibilities for helping students develop their giftedness or talents. | 5.52 | | | 7.82 | | |
| 126. Parents realize the vocational value of all of the gifted and talented program's courses. | 5.68 | | 4.06 | 9.02 | | |
| 127. Parents of gifted and talented students support the program. | | | | 6.65 | | |
| 128. Parents who supported their children's involvement in the Center at the junior high level also support it as strongly at the senior high level. | 6.49 | 7.76 | 4.46 | 8.75 | | |
| 129. Teachers encourage parents to keep track of student progress. | | | | | | |
| 130. Most parents are aware of the gifted and talented program goals. | 5.75 | | 4.87 | 7.92 | | |
| 131. Encouraging parental involvement is an integral part of the program's plans. | 4.67 | | | 7.01 | | |
| XI. AUXILIARY SUPPORT AND STAFF | 5.22 | 9.32 | 4.24 | | 5.36 | 2.88 |
| 132. Effective guidance and counseling are readily available to each student in the gifted and talented program. | 8.34 | 19.60 | 7.62 | | | 3.96 |
| 133. The gifted and talented program's guidance program helps students acquire an understanding of vocational trends. | 7.79 | 16.35 | 6.01 | 6.67 | | 3.90 |
| 134. Helping the student to explore career possibilities is an important part of the total gifted and talented program. | 4.98 | 6.75 | | 5.21 | | |
| 135. The guidance program helps students to realize the connection between their course work and their career goals. | 6.77 | 12.32 | 4.37 | 7.92 | | |
| 136. The librarians at the Center and Handley ask for teacher suggestions when selecting new materials for the library. | | 6.15 | | | | |

APPENDIX P

| Questions by Function | High Priority Need Index Values | | | | | |
|---|---------------------------------|------|------|------|-------|------|
| | T** | EPS | EP | SPS | SP | SS |
| 137. The library personnel keep the building staff up-to-date regarding available materials. | | 6.04 | | | | |
| 138. Materials found in the library are appropriate to the students served. | | 6.15 | 4.03 | | | |
| 139. Audio visual materials are available for classroom use. | | 6.99 | | | | |
| 140. Adequate time in the library is provided to students to select materials. | | 4.92 | | | | 4.24 |
| 141. The library collection adequately serves the needs of staff and students. | 6.80 | 8.22 | 5.62 | 5.92 | 10.16 | |
| XII. LEADERSHIP BY PRINCIPAL | 4.09 | | | | 8.37 | *** |
| 142. The principals at the Center and at Handley believe that all students can learn. | | | | | | |
| 143. The principals have a clear understanding of the program's goals and are able to clearly articulate them. | | | | | | |
| 144. The principals are the instructional leaders. | | | | | | |
| 145. The principals make frequent classroom observations to monitor instruction. | 6.10 | 7.51 | | | 9.88 | |
| 146. The principals initiate organized and systematic improvement procedures. | | | | | 9.73 | |
| 147. The principals promote methods that are known to create effective schools. | | | | | 8.82 | |
| 148. The principals carefully monitor new practices. | 5.00 | 4.67 | | | 9.49 | |
| 149. The gifted and talented principals are viewed by teachers as having relevant instructional expertise as well as management skills. | 5.41 | 4.83 | | | 9.94 | |

APPENDIX P

| Questions by Function | High Priority Need Index Values | | | | | |
|--|---------------------------------|------|------|------|-------|-----|
| | T** | EPS | EP | SPS | SP | SS |
| 150. The principals actively encourage comprehensive programs including multiple methods of identification, staff development, program evaluation and revision, and support system such as counseling. | | | | | 8.61 | |
| 151. The principals use principles of supervision and feedback to communicate with teachers regarding their instructional methods in gifted/talented programs. | 4.92 | | | | 9.90 | |
| 152. The principals are active partners in long- and short-range planning. | | | | | 9.58 | |
| 153. The principals provide an encouraging climate for innovation and exploration by teachers and students. | | | | | 7.74 | |
| 154. The principals use suggestions from their staff, teachers, and from the community-at-large to assist in planning and decision making. | 4.72 | | | | 10.16 | |
| XIII. COMMUNICATIONS/PUBLIC RELATIONS | | | | 4.23 | 5.12 | *** |
| 155. The gifted and talented program conducts business in a manner that inspires public confidence. | | | | | | |
| 156. The program administration provides the general public with accurate reports on its performance. | 5.09 | 4.83 | 4.06 | 5.35 | | |
| 157. Important information relevant to the program and/or its students is provided in a timely and intelligible fashion to parents, staff, and students. | | | | | | |
| 158. Parents are told about student successes. | | | | | | |
| 159. The principals work to gain community support for the gifted and talented program. | 4.89 | 4.83 | | | | |

APPENDIX P

| Questions by Function | High Priority Need Index Values | | | | | |
|---|---------------------------------|-----|----|-----|----|----|
| | T** | EPS | EP | SPS | SP | SS |
| 160. The principals provide the community with information about the effectiveness of the program. | | | | | | |
| 161. Achievement results are shared with parents. | | | | | | |
| 162. Achievement results are shared with students. | | | | | | |
| 163. The student progress reporting procedure gives parents a clear understanding of their child's progress. | | | | | | |
| 164. The principals serve as a communication link between the Board, the parents, and the community concerning the program. | | | | | | |